

A TALE OF TWO COURSES: EXPLORING THE RELATIONSHIP BETWEEN IDENTITY,
MODERN LANGUAGE, AND CAREER ASPIRATIONS OF UNDERGRADUATE
STUDENTS IN LANGUAGE FOR SPECIFIC PURPOSES CLASSROOMS

BY

ROBIN MOSLEY VAUGHAN

DISSERTATION

Submitted in partial fulfillment of the requirements
for the degree of Doctor of Philosophy in Educational Policy Studies
in the Graduate College of the
University of Illinois at Urbana-Champaign, 2017

Urbana, Illinois

Doctoral Committee:

Professor Anne Haas Dyson, Chair
Professor William Trent
Associate Professor Patrick Smith
Teaching Associate Professor Denice Hood

Abstract

This study concerns itself with how identity, modern language, and career aspirations function on a micro-level and macro-level as it pertains to the Trump administration. Through two language for specific purpose (LSP) classrooms, questions explore personal identity, Spanish major and minor connections, and how Spanish connects to career aspirations. This also explores the professor's perspective with her personal identity, Spanish connection, and experience as a professor of Spanish teaching students in these LSP courses. Based on sixteen semi-structured interviews with seven students and one professor, observations, and my experience as a modern language learner, a key finding is that language is political and complex as it lends itself to how students view themselves and their interests in the future. This finding has implications for the creation of LSP courses as well as better practices for academic/career advising, teaching, and the increased enrollment of language learners.

To my father James, you are loved and missed

ACKNOWLEDGEMENTS

First, without the support and love of my husband Terry I would not have the strength to make it all these years.

I thank my grandmother Emmer for always pushing me to take care of business. My mother Virginia, for being the greatest mother in the world, and my brothers David, Richard, and Brandon for being there for me in life.

I cannot forget to thank my doctoral advisor, Anne Haas Dyson, for taking me in and helping me complete my degree and this dissertation. I thank Dr. Trent, Dr. Smith, and Dr. Hood with their guidance and support of my intellectual growth. Finally, I want to thank Ann for allowing me to complete my dissertation using classrooms and Miroslava for her translation skills.

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Chapter 1: Introduction

Have you ever wondered why students decide to choose certain majors or minors and how they connect to both students' identities and their career aspirations? Similarly, have you taken the time to explore your connection to your interests and career? It is a valuable exercise to understand your career trajectory, how your personal life influences it, and how it shapes your future. As an undergraduate student, this was not an important part of my college experience as a first-generation college student because I was more concerned with graduating so identifying a deep connection to why I majored in Japanese was not as important to me at the time. That said when I graduated; I had no idea what I would do with my degree. I had to do a lot of the work outside of college through applying for positions and learning the ropes about what I had to offer jobs and what they had to offer to me. This reflection ultimately led me to the field of higher education and the area of career services, which made me interested in exploring the connection between identity (race, class, and gender), modern language, career aspirations and its connection to the larger world.

Purpose

The purpose of this study was to explore the complexity of identity, modern language, and career aspirations of undergraduate students in two language for specific purposes (LSP) classrooms in the Spanish & Portuguese department. The hope is that readers understand the value of student stories and ultimately, the influence LSP courses across the United States could have to society. This study took place in SPAN 202: Spanish for Business and SPAN 232: Spanish in the community, taught by the same professor. I examined how students perceived their lives as it related to their decision to learn Spanish and how students understood Spanish as a part of their career aspirations for the future. Through this study, the intent was to understand a

complex connection between identity (race, class, and gender) and career aspirations that goes beyond language learning. This study dealt with larger aspects of identity and career aspirations through courses that had implications for the college system, students, and the global world.

Part of the power of exploring these aspects in college students taking modern language learning courses was the belief that this would empower them to explore influences in their lives that helped them choose their interests and careers that fit their dreams. People want to be happy, and they want to have a career that pays well. The key to getting both of these often leads people to say, "follow your dreams" and go to college. At the same time, many people are aware that going to college may not give you either so at the core of it, students are not always sure about what they want to do or how to do it when they graduate hence the need for career services.

This study was necessary for a few reasons: one, this country does not value modern language learning widely evident in the fact that few elementary schools teach them in the United States, and even fewer do so for low-income students (Rhodes & Pufahl, 2010), denying many the opportunity to learn an additional language early. Therefore, exploring modern language interest was significant. Modern language learning is deeply rooted in privilege and historical, so it was a factor in how some people view language importance (this includes students uninterested in language learning in college). Two, on a college level, faculty in modern language (alternatively foreign language or world language) departments are suffering from declines in modern language enrollment (Flaherty, 2015) because of cuts in the liberal arts (Humphreys & Kelly, 2014). As a result, the interest in increasing modern language enrollment causes a dichotomy (one that I believe is false) between what the role of modern language is in college and what students think of modern language in their lives.

Alongside this issue of language value is the issue of the Trump election and the increasingly open white supremacist leaning in the United States. While this was always the case (especially for people of color), it ramped up across the United States even more so after the election (Okeowo, 2016). As a result, it would be senseless to ignore the ramifications this election will have on global learning, domestic and international careers, and people who speak languages other than English. This was why the focus on these courses and the participants involved in them was vital in showing not only the value of Spanish but also how it related to their lives in the face of ignorance and anti-intellectualism.

Nature of the Problem

With modern language learning being complex and interwoven with one's personal and professional life, there was value in understanding how it framed one's life especially in college because students' early experiences framed what students are interested in pursuing in college. In college, implicitly, the fundamental core of liberal education is the "broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest" (AACU, 2013). Liberal education is supposed to generate students who graduate with acquired competencies such as flexible critical thinking and skills in communication, analytics, research, and writing in addition to the morals of social responsibility which encourage displays of knowledge that can be used in real-world settings. On the opposite end, college for many students is about getting a career, specifically one that pays well in this economy. As a result a college degree is needed as they provide entry-level workforce development (Carnevale, Smith, & Strohl, 2010).

According to Humphreys and Davenport (2005), professional success is the primary reason that students pursue a college degree. Due to this, students are unmistakably going to college for a degree they believe will make them competitive in this global economy. However, moving forward in 2017, students (some more than others) will be worrying about much more than this; they will also be worrying about the presidency for the next four years. Our country elected someone who ran a campaign on bigotry. Make no mistake this speaks volumes for nearly half of the 131,741,500 estimated voters (McDonald, 2016) who voted and chose Trump. Usually, most would not make the connection between this election and global issues relating to language, but it is impossible to ignore the fear people of color face in this country. It is not just the fear of violence, it is also the fear of being unable to be oneself, and that includes speaking a language other than English. What this means is that depending on the person speaking the language, this country places people in categories some more favorable than others in a system that oppresses people unlike the “norm” or white.

Although there are obviously many communities in turmoil, the rhetoric against Spanish-speaking immigrants is where this connection between modern language and global learning intersect. This study embeds participants in two language for specific language courses in Spanish, one for business, and one for the community. With the election complete, it cannot be said enough that people desire to obtain the "whiteness as property" (Harris, 1993). They want to get the "rights" whiteness (and the extent of maleness) provides, which is desirable to those who voted for Trump, both men, and women from all racial backgrounds. These voters want "rights in 'things' that are intangible, or whose existence is a matter of legal definition. The property is thus said to be a right, not a thing, characterized as metaphysical, not physical" (Harris, 1993, p. 1725). While some of these voters appeared to want economic support, anyone with awareness

saw that bigotry was a theme throughout the campaign. By voting for Trump, one supported racist, sexist, homophobic, and xenophobic beliefs (for a discussion of the specifics of Trump's campaign and their racial and ethnic ignorance and bigotry, see chapter 6).

As a result, this administration moving forward is linked to how the country will be viewed amongst progressive countries. What some people may not realize (students and non-students alike) is that global economies are linked to ours. Trade will change, our currency will change, and even the partnership between the U.S. and other countries vis-à-vis travel will change due to a newly fractured relationship with countries that oppose the administration. With little interest in travel and partnerships, international student populations may very well go down, and the interest in employing them in this country will decrease. This problem goes both ways because we cannot ignore the possibility that some countries will enact an embargo on U.S. citizens because of their dislike of Trump.

Following the election, there were people who found swastikas on buildings in Philadelphia, there were racial slurs found on property, and there were racial/ethnic intimidation on and off campuses across the United States. This is not to say that this has not happened before the election because paying attention to issues like Black Lives Matter, immigration, and Native rights provides evidence for this. However, bigots are everywhere encouraged to terrorize people or believe that the country is going back to the past, suggested by Trump's slogan "Make American Great Again," and by his endorsement by David Duke and other noted white supremacists. Overall, with increases in violence and rhetoric in this country, macro-level issues and how they connect to micro-level stories matter. This context matters because the pain and fear non-white, non-Christian, non-heterosexual, and non-middle class men and women feel is

real because the implications of his policies will affect us all but will certainly affect marginalized populations across intersections the most.

How this factors on this campus, the Division of Management Information (2016) collects demographics each year about student enrollment. The demographics necessary for this study are race, class, and gender. Figure 1, shows the racial demographics of the 2016 student enrollment.

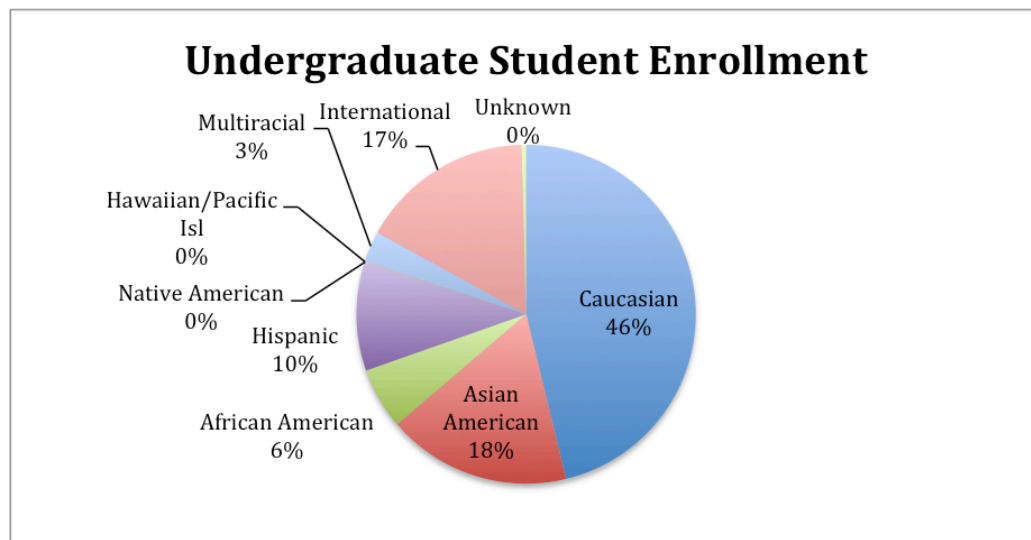


Figure 1: On-campus student enrollment by race

What this figure represents is a persistent racial/ethnic population at this university. With 46% of the undergraduate student population being white, the racial demographics mirror the U.S. population for now. Because of this, some classrooms across the campus mirror society if one were to peer into individual subjects. This is vital because when the goal of college is to learn the values and missions that reflect an "integrated and holistic approach to student learning outcomes" (King, Brown, Lindsay, & Vanhecke, 2007, p. 2), the expectation is that coursework on this campus creates a more tolerant and well-rounded student.

The courses SPAN 202: Spanish for Business and SPAN 232: Spanish in the community are attempting to do just that. SPAN 202 covers the introduction to vocabulary of Hispanic commerce, composition of business letters and similar text¹ while SPAN 232 introduces students to Spanish-speaking communities in the local area, focusing on issues of particular interest to the local Hispanic community, helps students develop contextualized oral proficiency, and facilitates student civic engagement.² These courses are necessary because there is the tendency of liberal education to "separate itself from the larger society and activities that [are] considered non-academic" (Wong, 2014, p. 41). However, these courses place emphasis on making students aware of the world around them through Spanish as well as providing them transferable skills applicable to their career aspirations. SPAN 202 did not touch on the Trump campaign and presidency, while SPAN 232 did so sparingly. Since the focus was to center other voices, I decided to add him as a component to this study.

Both SPAN 202 and SPAN 232 show how language is a resource by assisting with multilingual training (Ortega, 1999), cultural awareness, and marketing oneself. The success of interdisciplinary learning from these courses is significant because employers (mostly in Europe) are moving towards training and hiring people who speak more than one language (Bloch, 1995). Subsequently, despite issues in this country concerning race, class, gender, and language issues, Spanish will always remain important to the world despite this country trying to downplay its importance. What further complicates interdisciplinary learning is the role of modern language for professors and the students. The false dichotomy between global learning and preparation for the workforce is false and understood by those who refuse the notion that each can be achieved

¹ Retrieved from: <https://courses.illinois.edu/schedule/2016/fall/SPAN/202>

² Retrieved from: <https://courses.illinois.edu/schedule/2016/fall/SPAN/232>

through language courses and values. Thus, these two courses offer the perfect vehicle to explore these two concepts in students' lives.

Research Questions

I separated the research questions for this study into two categories, questions about students' perspectives and those of the professor. The importance of having both perspectives was grounded in the limitations of a previously unpublished study (Mosley Vaughan, 2015) that explored the intersectional identity (race, class, and gender) of a Black woman who was not majoring or minoring in Spanish. The purpose was to explore how her identity manifested itself when learning in a Spanish class. The results found that she had issues working with white men because she shut down, worked the best with two men of color, and in the middle had gender solidarity with the white woman she worked with in groups. However, the study ignored the instructor's position in how his or her experience socializes students in their instruction. This study will address a previous limitation and strengthen the previous research by positioning this study on Spanish majors and minors, native Spanish speakers, and the professor. The main research questions are:

1. What factors influenced students to choose Spanish to learn in college?
2. In what ways do students view Spanish as an important part of their career aspirations in the future?
 - a. What ways are LSP courses promoting students' understanding of how language and career aspirations relate to their lives?
 - b. How does identity (race, class, and gender) factor into how undergraduates view their use of language in their future careers?
3. What factors influenced the professor's choice to learn Spanish and become a professor of Spanish?
4. What reason was there to create LSP courses for Spanish?
 - a. What are some takeaways the professor intends for students to take with them after enrolling in a LSP course?

Significance of the Study

The importance of the study for researchers and practitioners is that first it will provide insight into the relationship between identity, language learning, and career aspirations. This relationship is situated against a sociopolitical and institutional backdrop. Second, this study will illustrate larger connections to the changing college system which is moving toward “career” based courses due to a drop in liberal arts enrollment and which is emphasizing broader visions of global connections to the world. This is significant because modern language in this country is not valued widely (Reagan, 2002) and how our students are viewed globally will have consequences on their ability to study language safely abroad and gain employment. Third, the project provides an awareness for Spanish learners and opportunity for applied language learning from LSP courses. Finally, this study will theoretically provide students the opportunity to reflect on the influences in their lives that made them major, minor, or learn their target language as well as whether it relates (or not) to their career aspirations. By doing so, it will hopefully prepare students personally and professionally and connect to larger issues in society.

Prior Limitations

There were two kinds of limitations for this study. There were methodological limitations that I address here that I knew were issues before entering the classroom, given my time and financial restraints. I will discuss the other limitations later in the study, which surround data analysis. To begin, the point of the study was to center on students, and not the specifics of their language, so transcription of classroom audio was not extremely vital to the study. As time went on, it I realized that I could enrich the data through materials such as pictures rather than audio, so I dropped translating and transcribing the audio and focused on translating images of student

work. Overall, I knew that could not transcribe Spanish audio into English and because there was only one native speaker that could support this study, this would not be successful.

Despite these limitations of native-speaker support, my methodology did allow insight into the fascinating process of connecting and disconnecting multilayered relationships across gender, race, and class intersections in such a tumultuous and uncertain political climate.

Conceptual Framework

Below is the conceptual model I developed for the study. Figure 2 below, frames the goal of the literature review, which is to center students in the study and bring forth three important aspects of the participants that I believe need to be explored further, which are identity (race, class, and gender), modern language, and career aspirations. By exploring these three aspects of students' lives, the idea is that there will be an explanation for what entices and engages students to choose their career aspirations from on a personal level and then bridge that to how it relates to them on a professional level. Essentially, one goal is to bring together the dichotomy between college learning, global learning, and the economy and the other goal is to understand how students function believe they function as college students and in their futures.

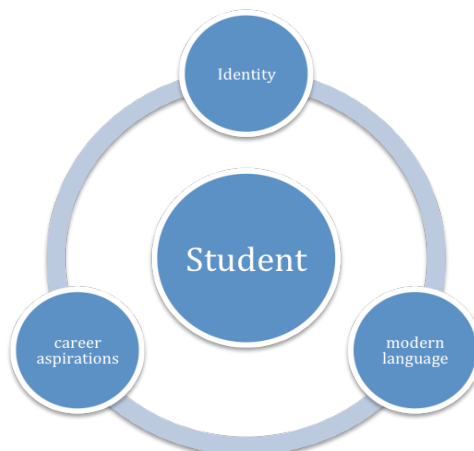


Figure 2: Conceptual model for intersecting concepts

From the literature review, I explore these three aspects centering students and I revisit them in the discussion where I highlight how these features intersect with each another. This conceptual model comes from my choice to learn a modern language, its connection to my identity and career aspirations (or the lack thereof). Before writing this study, I knew that there would be no way I could discuss the participants' connection to identity, modern language, and career aspirations without discussing my own. As such, I use auto ethnography in this study.

Auto ethnography is the process where one “seeks to describe and systematically analyze (graphy) personal experience (auto) in order to understand cultural experience (ethno)” (Ellis, Adams, & Bochner, 2011, p. 273). The value in doing self-reflection is to show how deeply interconnected identity, modern language, and career aspirations are for anyone including myself. By explaining my story, I hope it shows one instance of the implications tied to multiple parts of the macro-level topics like global learning and college and the micro-level features surrounding my identity, connection to language, and my career aspirations. Moving forward, this perspective frames my positionality and role as the researcher.

Growing up, my family specifically my mother and older brothers (my father not so much) enjoyed consuming Asian media. In my home, my mom would (and continues to) watch old Chinese movies where the voices do not match the actors and she loved it. Whenever she would watch these films, she would call out to me from the other room and tell me to watch them with her. I did not understand her interests in these films, but I loved sitting and watching them with her. My older brothers were born in the 80s, grew up watching 80s anime and anime inspired cartoons and had popular gaming consoles (from the original Nintendo to PlayStation) that my younger brother and I grew up watching them play. I owe quite a deal of my interest in Japanese language and culture to my family because without seeing their appreciation of Asian

media, I would not have the same events (and non-events) that influenced me to find value in something so outside of my life. That said my relationship with Japanese and my career aspirations have been connected deeply to who I am as a Black woman who grew up in poverty on the Southside of Chicago. When I say this, what do I mean?

Intersectionality (Crenshaw, 1989) is inherently related to us all. As a Black woman who grew up in Chicago, my community was all Black, and it is still all Black today. Systemic racism made this the case and media perpetuated the belief that a whole community is violent and they continue to do so. Currently, while there is an uptick in violence in Chicago with August 2016 being the most violent month in 20 years (Gorner, Nickeas, & Malagon, 2016), what we often miss are the micro-level stories. Inside these communities, there are people living paycheck to paycheck, children trying to get an education in marginalized schools, and families trying to make something out of nothing. Because of the racism in Chicago, the oppression of Black communities has cut “us” off from jobs, wealth, and access to standard living conditions. Do not get me wrong; these things are necessary for human survival, but what I have found is that the interest in basic human needs will eventually bring gentrification to these communities, forever displacing the place I call home.

Looking across the U.S., gentrification in Black and Latino communities is a problem. What did gentrification have to do with my modern language interests and career aspirations? It had everything to do with it. Because gentrification had not found its way into my community, I grew up in an all-Black community where the interactions I had with Japanese were passive rather than active as it would be if I grew up in a community where Japanese was taught in school. What I did receive was information through television, movies, video games, manga, and music. While the Japanese boom of the 90s spread everywhere to young Black people I grew up

with in elementary school, by high school, I felt that I was the only interested teenager left excited to consume Japanese media. Of course, in my circle of friends, I had a few who enjoyed Japanese culture but it was not the same. This admission is not to blame or highlight my “differences” from my peers, rather this shows how quickly one can grow out of that interest due to life or in what I saw in high school a shame for liking something that was not “Black” because there was so much pressure to fit in.

At this point in my life, as a freshman in high school I had to deal with the loss of my father two years earlier from cancer and had "no purpose." I was a teen who was trying to find solace in something that would help me escape my pain, bring me closer to my family, and give me hope for my future. I have told many people that without my interest in Japanese, I would have never decided to go to college and it is the truth because I had no desire to go other than to get the chance to go to Japan. Because I was one of the “good” ones in high school, I was encouraged to follow my dreams, but others were not so lucky. However, because I had participated in escapism with the use of Japanese, it gave me hope and the ability to envision myself in a different, more exciting life.

By the time I was a senior and nearing the final weeks of school, I had people finally tell me they were interested in some of the things I was relating to Japanese. At the time, I was confused at their sudden interest in what some picked on me for liking, but now I understand that some of the hiding I saw was a shame for liking "non-Black" and "kiddy" forms of media like anime and manga. It is entirely possible that some of my peers had to grow up in ways I did not (like take on a part-time job to support themselves and their family). Because even though I lost my father to cancer, I was privileged. For example, my mother was shouldering the burden of work so I could only focus on school and some did not. Of course, my purpose is not to

generalize the people who I grew up with, but speaking from what I knew about a few people, this was the case.

In college, I was a first-generation student who had never stepped foot inside the community where I now lived in my dorm. My surroundings were enveloped by wealth or at least more than I had and this is no surprise since the white wealth in this country is more than Black wealth (Lei & Blackshaw, 2015), and structural inequalities made it so. Money issues also made Japanese classes mirror the larger white population because the higher I went; the fewer people of color were in my classrooms until I was the only Black person in the class. In these Japanese classes, I had to argue about segregation in Chicago (in all Japanese) when a white male student decided to ask, "Why do Black people live on the Southside?" I had to hold my tongue when a white female said that Black names like Aisha have no meaning (it is a traditional Arabic name meaning love) while Japanese and white names do. Simply put, I dealt with micro-aggressions (DeAngelis, 2009) from my classmates and dealt with questions of people interested in my story with Japanese and it became all too much for me. I could not wrap my head around how I was dealing with race and class with mostly white and Black people questioning my interest in Japanese.

People questioning my interest in Japanese was innocent enough, but I was sick of being othered. I was a Black woman interested in something reserved for what the "typical" language learner (e.g., white) should be interested in. This question was not annoying just because people asked it; rather it was because of the frequency of the following requests for me to say, "something in Japanese," and "what am I going to do with it?" Eventually, I started to ask people whether they asked about my interest in Japanese due to me being Black, and everyone answered yes. There were times that some even offered this answer before I would ask. However, you see,

I was not the only Black person interested in Japanese; I was just the one who decided to take it further and major in it because that is something “you just do not do.”

I eventually grew tired of this question and stopped talking about it altogether because it was never that simple just to say "something in Japanese." I felt like I was a sideshow and as a first generation college student, I did not get the support I needed in a new area like Japanese so how would I know what I wanted to do. While I know now what I want to do career-wise and how my identity and Japanese language learning relate to it, it took quite a bit of time to understand all these things and how it shaped this study and me. To conclude, if you are interested in whether people still question my interest in Japanese, the question is yes and but I am far from upset to talk about it. I just recognize that it is strange for some to see someone who is not white find interest in Japanese. Others have family interested in the language and they are trying to understand the connection. I embrace it and then do my best to explain the value of learning a language.

Overview of the study

Chapter 2 of this study reviews literature related to categories I find to be valuable in understanding students. The literature highlighted in this study examines modern language and its role in higher education, career development, and career education, language for specific purposes, and two identity frameworks, investment and intersectionality. Chapter 3 explains the methodology used to conduct the study. This chapter includes preliminary research, participant selection, data collection procedures, and data analysis. Chapter 4 presents the findings of the data obtained from the professor of both courses. Chapter 5 presents the results of the data obtained from the student participants. Chapter 6 provides the discussion, conclusion, implications, and suggestions for future research for people interested in creating career courses

and exploring complex identities. Moving forward, unless the participant uses it, I will not use the word foreign language. I will use modern languages instead of foreign languages and this choice was due to the modification in the way language is practiced and shared globally. As such, I take a poststructuralist view of language learning that understands participants from various language backgrounds can share language and meaning.

Chapter 2: Literature Review

I divided this literature into a few major sections. The first section highlights modern languages' role in higher education. The second section covers career development and career education. The third section covers modern language learning courses for specific purposes. The fourth section explores one identity framework, investment, and the fifth and final section covers the other identity framework of intersectionality.

Modern Languages' Role in Higher Education

The role modern language has in educating university students is traditionally understood through the liberal education model and tangentially through the liberal arts goal of social responsibility and real world skills. Traditionally, colleges and universities carry out the liberal education model through modern language curriculum and programming that focuses on global and cultural learning at both domestic and international institutions abroad. The social responsibility aspect of this goal involves the "moral obligation to both self and community...[and] rely upon such virtues as honesty, self-discipline, respect, loyalty, and compassion" (Hersh & Schneider, 2005, p. 8). Higher education institutions expect that through students' program of study, they will learn from several disciplines within their interests and become more prepared for the world around them. By this logic, modern language learning would create an informed person who can navigate an increasingly global world, and this is offering what the college experience is about, developing a personal and professional identity (Hamrick, Evans, & Schuh, 2002).

Another role modern language has is developing real-world skills students can use inside and outside of their educational experiences. Because of liberal arts' varied nature, students can

learn various skills that cut across different disciplines. The academic skills gained from traditional views of language learning curriculum, which revolve around reading literature, are largely the opposite of what some claim that students enroll in college and universities to accomplish. This is primarily due to the large segment of students who are not going to become academic professors due to the difficulty of finding tenure-track positions and funding to enroll in graduate programs in the first place. Therefore, more than ever, students and families scrutinize major choice and career goals to optimize the worth of an undergraduate degree. These students and their families:

Understand, further, that college is important not only for obtaining a first job but also for career advancement and success down the line. The current competitive and troubling economic environment seems to be driving students to focus only on narrow job categories and majors, however, rather than on the knowledge, skills, and capacities they actually will need in their working lives and their lives as citizens, family members, and fulfilled human beings. (Humphreys & Davenport, 2005, p. 38)

Consequently, some students are moving toward departments with explicit knowledge and skills based on the economy, and thus modern language is increasingly less relevant to students.

Between shaping the minds of students and career aspirations of students, there seems to be a “dichotomy” in the role of education. However, some employers believe that a liberal arts degree is necessary for the workforce and that having the field-specific knowledge and a broad range of skills is the best for students to achieve long-term success.

That said modern language departments are not to abandon the literary aspect of language learning but begin to add other interdisciplinary subjects that integrate themselves into spaces beyond the classroom to become relevant to students and support the students who already value language. This is vital for sustainability because as Rifkin (2012) states, the more “pure” modern language departments “have few majors, few alumni supporters, few faculty colleagues in other departments, and few employers interested in hiring graduates whose modern-language expertise

is narrowly literary” (p. 57). As a result, the “dichotomy” between professors’ beliefs about the role of modern language learning vs. students’ does not have to exist if the definition of language learning expands in language departments.

When instructors and students define, understand, and negotiate about art, politics, social issues, food, holidays, etc. students become more aware about the world around them. When instructors and students go through the negotiation process, they are in the “process in which individuals attempt to evoke, assert, define, modify, challenge and/or support their own and others’ desired self-images” (Blackledge & Pavlenko, 2001, p. 244). For example, students learning Spanish from the perspective of the instructor’s vision of Spanish may be learning from the privileged perspective of Spain vs. Mexico. In the right classroom like LSP, how people can exchange culture and negotiate it could achieve a nuanced understanding of the language and the people who speak it.

Traditionally focused modern language programs, have the expectation that global learning will be done through civic engagement (mostly internationally) where students use critical thinking to analyze and participate in world systems and have “implications for the lives of individuals, and the sustainability of the earth” (Whitehead, 2015, p. 1). Modern language programs should fit into the narrative of global learning but it should also focus on diversity in their own classrooms. The work of Kubota, Austin, and Saito-Abbott (2003) examined diversity and inclusion in modern language classes and found that black students in a Spanish course found that their course lacked racial diversity. It is a disservice if classrooms, want to promote international diversity, while lacking intersectional diversity in their classrooms through race, class, gender, etc. as well as curriculum. Therefore, there should also be an effort to integrate

cultural connections about the target language and the people who speak it so that the curriculum does not solely focus on the country in power (Spain vs. Puerto Rico).

What makes modern language important in higher education is the historical ties it has in history. At the core of modern language is the importance of national security. National security in the United States is both a matter of securing the country from threats and keeping our citizens abreast of the global market. Each form of national security is important and modern language ties each of these together. These two forms of national security are why the United States still values modern languages to some degree despite the little emphasis we give it and the limited money we provide to it. With our history with war, modern language support swayed in and out of favor and modern language support historically is a series of highs and lows. According to Watzke (2003), modern language reached its lowest support in education during post-World War II America and rose during the threat of the cold war for national defense in the 1950s and 1960s. The United States military was unable to speak the “oppositional” language, so they created modern language schools to strengthen national security and language choices grew as time went on. However, it was not until after the Cold War that modern language education became something that other citizens were able to learn (Watzke, 2003); modern language gatekeeper to college enrollment and remain so for many colleges and universities in the U.S.

The decline in modern language in higher education beyond the pressures of a high paying job is tied to some departments shutting down or consolidating or simply unwillingness to change to accommodate modern language programs. This problem does not happen across the board depending on global influence some languages are more popular than others. For example, some languages have high enrollment like Korean, and this is in large part because of the pop culture (Flaherty, 2015) such as K-dramas (Korean TV shows); this is similar to the 90s boom of

Japanese manga, anime, and video games into the United States. As a result, language programs themselves are not the reason for increases in language enrollment like Korean rather it is media or an employer need that has a hand in that.

Moreover, while language programs see themselves as important as other subjects, many view modern language courses as an “unneeded” subject and unimportant in comparison to subjects like English, math, and science are (Reagan, 2002). Consequently, even with the context of global learning and post-war usefulness, modern language suffers from low enrollment because some programs are not quick to respond to the change in academic and national needs (Panetta, 1999). To do this different programming would be integral to maintain students and attract new ones to modern languages. However, Geisler et al. (2007) states, “modern language instructors often work entirely outside departmental power structures and have little or no say in the educational mission of their department, even in areas where they have particular expertise” (p. 236) therefore, there is a clear power dynamic that shapes curriculum developed, provided, and promoted to students. Ultimately, the way the role modern language has in higher education changes is through equal collaboration with student success in mind. Faculty, instructors, and staff would have to:

Conceptualize their courses as a curriculum, and build into that curriculum projects that engage students in the study of the world through the target language [it] will undoubtedly attract the support of students interested in the major. They will also attract the support of colleagues in other departments who are happy to participate in a [modern] language across the curriculum project, as well as the support of employers who seek to hire students with language expertise. (Rifkin, 2012, p. 57)

Reforming modern language programs would keep modern language in higher education a necessity or at least bring supporters over to the side of modern language being a core part of not only higher education but also for the United States as a society. Otherwise, the modern language dropout rate will likely remain around 50 percent from one year to the next and the bulk of

modern language enrollment will be tied to general education enrollment (Panetta, 1999).

Mainly, the future of modern language relevance in higher education may lie in employment trends or a new race to compete with other countries as we have seen national security work.

Jokes about Americans unwillingness to learn languages or the ubiquitousness English has globally do not help modern language relevance. While it may be true that there are Americans unwilling to learn an additional language this country is isolated while other nations are nearby and cheaper to visit. What the U.S. does have however are speakers of other languages, so it is important to tap into the wealth of the communities in the U.S. to become more culturally and economically aware of language value. Because English is tied to Americans, it leads some people in this country to believe that English is the only language needed for success. However, this is a huge mistake because it presumes that the United States is the only important nation (Bloch, 1995) and no other power players are innovative in business, science, and education. Part of the reasoning behind this ideology could be due to the late exposure to language learning (Reagan, 2002) in school.

Ultimately, departments can choose to ignore this problem, and there is no clear answer as to when a shift in language value that will increase enrollment. However, as long as we have individuals who do not expect to use a modern language, language skills will likely remain weak especially because of the time commitment required for higher level language skills (Panetta, 1999). With the value placed on global learning, however, modern language departments residing in university systems would need to be innovative and change with the economy.

Career Development & Career Education

What is career development? Career development is the “...choices and transitions made over the life span” (NCDA, 2015). By the time students are enrolling in university systems, many factors have influenced their lives, such as family, media, and events. Career development at its core is psychological and about the self. While this term "development" is entrenched in psychology this study does not focus on the psychology of the participants. However, it is worth understanding development because one cannot discuss what it means to be a student without understanding what is embedded in students' lives as well as university systems. There are important researchers of career development theories that shaped the way people look at career development and student progress.

According to the National Career Development Association (2015), there are major scholars like Super (1980) who explored career development studying the entire life span and across multiple roles and Holland (1997) who focused on understanding occupation choices. Other important studies were done by Krumboltz (2009) who focused on the learning process and its effects on vocational choice and change. Each researcher is important for understanding students' personal and professional development; higher education staff who support students often refer to their work. For this study, however, we turn to Schlossberg (1999) who focused on transitions in multiple life roles that are triggered by events and non-events. What cuts across all of these theories is that underrepresented students of color are under-researched (NCDA, 2015). This study is attempting to do that through understanding career aspirations. Specifically, understanding students' transitions will highlight events and non-events that influenced students in this study.

According to Schlossberg (1999), a transition consists of two important features, an event, and a non-event. An event is a transition that successfully happened, and a non-event is

opposite, a transition that does not successfully happen. For example, getting a promotion would constitute as an event, while not getting one would be a non-event (Schlossberg, 1999). Essentially, one can think of events and non-events as gains and losses that propelled an individual into the place that they are at in their lives, a “transition” if you will. There are individuals who believe that non-events are events and I am one of those people. However, what is important to understand is that each situation brings a transition into the life of the individual and changes the person involved in different ways. With each transition, there are new responsibilities and roles in life that have a host of gains and losses connected to relationships around oneself. What makes this theory essential is that each transition that happens is unique to the person even if more than one person experiences the same transition because it brings different strengths and challenges to the individual (NCDA, 2015). For example, each student in this study has a diverse background and experiences in life, but each one of these students has the same transition to value Spanish and its connection to their lives.

Students have their strengths and challenges, but they also have their thoughts and ideas of how language relates to their career aspirations. The events and non-events in their lives influenced their past as well as their future. However, capturing the “event” of being in their respective classrooms highlights future events and non-events to come and what transitions from these that may bring about change and responsibility. This relates to career education as a way to connect theory that career practitioners, teachers, and researchers insert into a larger discussion of supporting students' professional lives through career training and how students empower themselves when they connect their experiences to more complicated notions of interdisciplinary learning for their futures. When students have transitions in their lives, one can argue that

students are experiencing transformative learning. Transformative learning is the process of changing someone's frame of reference (Mezirow, 1997). According to Mezirow (1997):

Adults have acquired a coherent body of experience – associations, concepts, values, feelings, conditioned responses – frames of reference that define their life world. Frames of reference are structures of assumptions through which we understand our experiences. They selectively shape and delimit expectations, perceptions, cognition, and feelings. They set our “line of action.” Once set, we automatically move from one specific activity (mental and behavioral) to another. We have a strong tendency to reject ideas that fail to fit our preconceptions, labeling those ideas as unworthy of consideration – aberrations, nonsense, irrelevant, weird, or mistaken. When circumstances permit, transformative learners move toward a frame of reference that is more inclusive, discriminating, self reflective, and integrative of experience. (p. 5)

When students are learning and making new meaning of their experiences transformative learning takes place in a way that may change their frame of reference and support a different “interpretation of the meaning of an experience which guides subsequent understanding, appreciation, and action” (Mezirow, 1990, p. 1). Mezirow's transformative learning theory is relevant because career courses (with an applied language component) should emphasize interdisciplinary to provide meaningful and pertinent content.

Since students embark on multiple transitions in life, there are people on campus to help them by providing guidance via assessments, mentoring/coaching, workshops, courses, and experiential learning. In university systems, it is often the job of academic advisors, and career advisors but students also reach out to peers and mentors who may or may not be professors. With more interest in connecting the supposed dichotomy between what some college professors value as the “shaping of young minds” and students’ necessity to get employment, career education is more important than ever. During college, students’ interests form and take shape through coursework, employment, and classroom exploration as well as hindered through failing to meet academic and career goals (Sung, Turner, & Kaewchinda, 2013). With this being the case, career education is important to students’ trajectories both as global citizens but also as

career-ready individuals with an awareness of what they can do professionally with their majors, minors, and language skills.

With that in mind, the question of preparing students is not new because the concept of career education is not new. Career education as a movement started as a way to relate education and professional work in K-12 education reform of the 70s (Hoyt, 2005). Across the literature, there is no one definition of the term career education. Some view it as all-encompassing, and others see it as things that relate every subject in the curriculum to the world of work (Steiner, 1974). For Steiner (1974), it is implied that all topics in the curriculum “have some connection with the ways in which some people earn a living” (p. 186). Of course, curriculum in higher education is disjointed in some respects because of the little power non-tenured faculty have in what could be taught to students. Part of this problem lies in the issue between how some people may view career education as vocational education. There is a difference between career education and vocational education.

In Table 1 below, there is a distinct difference in audience and outcome for each type of educational process. Hoyt (2005) states that there are differences between the two and it is important to distinguish the two because:

Career education is not synonymous with vocational or technical education; vocational and technical education are parts, but only parts, of career education. Career education is not training all students to have a salable skill at graduation. This may be one of the goals of career education, but it is not the main or only goal. (Steiner, 1974, p. 186)

To further distinguish the two, at one time, more than \$300 million was provided in support of vocational education and only \$10 million for career education (Hoyt, 2005). Therefore, there is a difference between the two and this continues to be the case in our education system especially because the way people view vocational education has more to do with education with “blue collar” roots vs. preparing or attempting to prepare students for “white collar positions.”

Table 1: Major differences between vocational education and career education

<i>Area of Major Differences</i>	<i>Vocational Education</i>	<i>Career Education</i>
Portion of K-12 students covered:	Non-four-year college bound	All students K-12 and postsecondary
Grade levels included:	9-14 th	K-16 and Adult Education
Targeted skill area:	Specific vocational skills	General employability skills
Instructional methods used:	Separated vocational education courses	Infusion in all subject areas
<i>Area of Major Differences</i>	<i>Vocational Education</i>	<i>Career Education</i>
Working with academic teachers:	Need based academic skills	Work/education relations
Primary emphasis on:	Career preparation	Career awareness/exploration
Business/labor partnerships for:	Career exploration/placement	Classroom resource persons

Note. Reprinted from “Major differences between vocational education.” by K. B. Hoyt. Retrieved from *Career education: History and future* 2005 by the National Career Development Association.

For SPAN 202 and SPAN 232, it is the career education component that “situate[s] language study in cultural, historical, geographic, and cross-cultural frames; that systematically incorporates transcultural content and translingual reflection at every level; and that organizes the major around explicit, principled educational goals and expected outcomes” (Geisler et al., 2007, p. 239). The expectation is that these courses will provide postsecondary students the global learning and employable skills through interdisciplinary learning for their own personal and professional knowledge. Career education and modern language have significant ties to multiple aspects of our world as the economy and student progress, but it also is important to the higher education system. According to Spiegelberg (1976):

Emphasis on career exploration in the modern language classroom might also benefit the student by leading him to think more realistically about language careers. How many students have dreamed of a career as a foreign correspondent or an interpreter without realizing that each of these professions requires specialized and extensive study in addition to language facility. How many students today dream of working at the United Nations--without the slightest idea of what type of work is involved, what the qualifications required for the positions are, or what living in or near New York City would be like? A career education focus in the language classroom would help to avoid costly mistakes in career direction. Perhaps there would be fewer language majors who dream of international careers and who settle for becoming teachers because they weren't aware that advanced study of language and literature is not usually enough to secure a position in languages at the international level. (p. 162)

By providing an opportunity to learn about a topic or theme through students' target language, they may begin to understand how language and career aspirations fit together as well as what they need on their end to achieve this goal before graduating college. This is even more fundamental if students are trying to figure out whether their language learning is primary or secondary to their career aspirations and to learn about cultural heritage (Malcolm, 1993).

Whether a language is a primary or secondary skill for a student's industry depends on his or her specific purpose. Cere (2012) states:

The former seek personnel who have an ability in [modern] language skills (listening, speaking, reading, and writing), while the latter look for employees with some of these skills, usually speaking, and/or writing, also translation and interpretation. In jobs where [modern] language is the primary skill, moreover, the person's linguistic ability and cross-cultural awareness, understanding, and sensitivity must be at a high level of competency. In careers where [modern] language is a secondary skill, the level of linguistic proficiency may not have to be as high. (p. 3)

Since this is the case, it is important to distinguish between these two types of language skills for students in higher education participating in career courses that blend applied learning and language. It is a necessity to assist students with the connection between their language experiences and their career aspirations. Of course, it is not “obvious to people who assume that [modern] languages are used only by interpreters, translators, or [modern] language teachers” (Honig & Brod, 1974, p. 5) that students can and do use language beyond the normalized occupations. Moreover, it is important to not only show the marketability of a modern language but also how increasingly dependent the United States is on other countries for resources and how the U.S.'s competitiveness is declining because of a lack of language skills (Melin & Ray, 2007). As a result, placing value in career education and specifically with modern languages will help support this goal.

Language for Specific Purposes

English for specific purposes (ESP) dominates research for language for specific purposes (LSP), because of its popularity and relevance in global learning. Some of this research on English for specific purposes surrounds how to make it more accessible through genre mixing (Bhatia, 1997) or its importance as a lingua franca in international business (Nickerson, 2005). ESP “essentially resulted from the English language needs for the learners for specific purposes in accordance with their professions or job description” (Rahman, 2015, p. 25) and LSP is similar in this regard. Thinking a little more globally about language and its purpose, there is research on languages other than English (Gollin-Kies, Hall, & Moore, 2015). Specifically, there is research on modern language and its relation to business (Schorr, 2010) or alternative courses from the literature using Spanish (Cannon, 1983).

The research about language for specific reasons rather than what some would call general purposes developed after World War II (Starfield, 2013) but the popularity of LSP started with practitioners from the 1960s. LSP was popular because:

The research would be descriptive (with no “literary” stylistic criticisms of the target discourses); it would deal with “normal” discourse (and not that provided by famous figures in the respective fields); it would be synchronic (with no need to look back at shaping historical forces); it would be basically textual or transcriptal (with little attempt to investigate such matters as authorial motives for linguistic choices); and it would rely on functional grammar...(Swales, 2000, p. 59)

Despite the freedom of LSP at the time, researchers challenged the core tenants of LSP that made it appealing and in its current state and LSP did not have understood principles that fit perfectly across the field. Therefore, LSP was "necessarily interdisciplinary, drawing on insights and practices for a wide variety of sources" (Gollin-Kies et al., 2015, p. 17). As a result, LSP is both a theory and a practice that grounds itself in disciplines that further its purpose to prepare students in interdisciplinary work.

What is commonly understood in this field is that a LSP learner is not learning a target language for general purposes (e.g., the study of literature) but they are doing so to produce a body of knowledge and a different skill set (Robinson, 1980; Starfield, 2013) that enhances specific needs in work and/or academic spaces. As LSP was turning away from the traditional literature focus of language learning, it turned to technology related to the post-war effort (Starfield, 2013) and it is now increasingly relevant to the globalization boom. Because of globalism, there is a demand for bilingual and multilingual training for industries and the shift has started in education spaces (Gollin-Kies et al., 2015) where issues of identity and cross-cultural communication have appeared.

According to Trace, Hudson, and Brown (2015), most of the modern language teaching in the United States falls under three categories: “(a) the acquisition of the knowledge of language skills for general communication use; (b) exposing learners to other cultures and ideas; and (c) fostering an appreciation of differences in cultures and ways of thinking” (p. 1). These three aspects of teaching and learning in the U.S. are important but do not highlight the specific skills and competencies students will be able to accomplish from their learning, and this is not to say that it could not, but modern language teaching does not inherently look to promote transferable skills. LSP’s goal is to have learners learn a language for specialized needs for example “Japanese for business, Spanish for doctors, Mandarin for tourism or English for air-traffic controllers” (Trace et al., 2015, p. 2) and the focus is on teaching and learning content for a given area. Overall, the purposes of a particular language will depend on the context, and some languages will be more valuable in certain contexts than others will. Nonetheless, it is important to identify alternative needs of students so that the curriculum of the target language reflects a change in the world.

Some of the current research in LSP explores the intersection of community service learning, modern language and career exploration. Abbott and Dias (2016) conducted a survey with students at University of Illinois at Urbana Champaign in two LSP courses SPAN 232: Spanish in the community and SPAN 332: Spanish and entrepreneurship: languages, cultures, and communities. They emailed students who completed these courses during the 2013-14 and 2014-15 academic years. These researchers found that despite language faculty disinterest in creating career-centered courses former students were connecting language to career aspirations. They concluded that these students received real world experience speaking Spanish. Results from this study could confirm some faculty fears with changing the system. It could confirm that students “want what prepares them for a job, a career...” (Gouldner, 1981, p. 76) and for professors, Walser (1978) states that the questions they should ask at the end of LSP courses are whether students can do something tangible at the end of the course.

For example, one should ask whether students could explain job duties in a job of interest? Can students present research in their target language? Can students arrange for a loan in their target language? Can they interact with a business in a different country in their target language (Walser, 1978). While these are generic questions, one should ask questions like these to see whether their LSP course accomplished its goals for students. Ultimately, answers to questions like these will depend on the type of LSP course and its purpose. The interest will lie in the instructor’s desire for innovation in the curriculum and the willingness to fill gaps as needed. Throughout course design, there should be interest in tying language to careers in some capacity and there should be some preparation for the workplace students will enter. In business language courses, for example, teachers could provide for students’ future with experiences with email etiquette. Lear (2012):

Over the past decade, email has gone from a convenient way to communicate quickly and efficiently regardless of distance to a time-draining task that takes up an increasing portion of each work day. The democratic and informal nature of email often means that it is used inefficiently, excessively, or inappropriately. (Lear, 2012, p. 19)

Something as simple as preparing students to communicate with people in their target language for a professional task would take them far by providing them communicative knowledge and norms. It is up to the instructor to conduct a needs analysis to figure out what they need inside and outside the classroom to make LSP courses successful, but the question of evaluating these courses should always center on what the student learned. LSP courses must bridge the modern language gap, and they must have a “learning environment necessary to create and support motivation so that American students will stay the course to develop the proficiency, and even fluency, needed in the workplace” (Stein-Smith, 2015, p. 50).

With LSP providing the context necessary for a different way to teach and learn a modern language, it is vital to understand identity concepts that will support choices, academic and professional, that students make as they go through their college years. These two identity frameworks will show why someone would learn a language based on their identity; because language does not happen in a vacuum. As a result, assessing one’s identity is vital to this research because without exploring the connection between identity and language as well as the specificity of identity (race, class, and gender) – the insider view of individual experiences that recognizes both internal and external forces affecting people.

Investment

One of the identity concepts used to build this frame is investment. This framework explores language learning, identity, and the complexity of why participants choose to learn a language. In this context, there are major assumptions that guide investment:

1. Identity research rejects the view that any research can claim to be objective or unbiased.
2. Identity researchers aim to investigate the complex relationship between social structure on the one hand, and human agency on the other, without resorting to deterministic or reductionist analyses.
3. Identity researchers seek to better understand how power operates within society constraining or enabling human action. (Norton, 2010, pp. 351-352)

The first claim is taking the position that research is not objective and following suit the connection to identity, modern language, and career for language learners is anything but objective. The position taken in this study is that while the research is objective in providing reliable and valid data, the decision to focus on this topic is not objective because of the decision to research the subject in the first place. Therefore, the aim is not to be objective; this study embeds the notion that this research reflects my subjectivity.

The second claim then attempts to investigate complex relationships of structure and agency. Language learners “are not simply passive or complicit participants in language learning use but can also make informed choices, exert influence, resist (e.g., remain silent, quit courses), or comply, although their social circumstances may constrain their choices” (Duff, 2012, p. 7); students have agency. Some students show this agency, for instance, by their willingness to communicate (McCroskey & Richmond, 1990). However, other constraints limit students in some way such as anxiety, microaggressions (DeAngelis, 2009), unconscious bias (Steele & Aronson, 1995) and imposter syndrome (Clance & Imes, 1978). This research is grounded in societal structures, but at the same time, recognizes that students engage with language as their choice for their purposes.

Finally, the third claim is the expectation that researchers conducting this type of work are placing emphasis on understanding how power is enacted and this includes the positionality of students especially because language learning may be seen as elitist or as a neutral language experience (Ortega, 1999) that is not tied to politics or actual lives. Moreover, students are

learning Spanish from a position of privilege as elective learners because they are doing so “from a major position of equal power and hence with no evident or immediate power struggles” (Ortega, 2009, p. 245) due to their status as college students. This position of power is not ignoring that these students could be from different gender, racial, and socioeconomic backgrounds. Rather this is emphasizing their language privilege from the perspective of their English ability. This is important because these students would not be considered circumstantial language learners which “involves situations where members of a language minority must learn the majority language for reasons over which they have little choice and which are typically associated to larger-scale world events, such as immigration, economic hardship, postcolonialism, war or occupation” (Ortega, 2009, p. 243). Some participants’ parents fall under this category, but the participants themselves have a grasp on the English language good enough to apply and navigate the college system more than those who cannot.

The main idea of investment is that if “learners invest in a language, they do so with the understanding that they will acquire a wider range of symbolic and material resources, which will in turn increase the value of their cultural capital and social power” (Darvin & Norton, 2015, p. 37). These students are doing so to gain symbolic and material resources such as friends, money, and capital. The purpose of the theory of investment is to demolish the contradictions that people associate with identity and highlight people who have multifaceted identities and aspirations in relationship to the world (Norton & McKinney, 2011). This is significant because students simply do not choose to learn a language without some established understanding of what they are interested in and what they anticipate getting out of it. Overall, investment “describes the socially and historically constructed relationship of learners to the target

language” and is related to the social identities people aim to construct over time (Mitchell & Myles, 2013, p. 281).

Intersectionality

The other identity framework for this study is intersectionality. This framework explores how identity factors such as race, class, and gender (among other identities) connect on a macro and micro-level. This framework provides the explanation of how multiple identities factor in the way a person thinks and moves through the world. It is important to use this framework because “there are unequal power relations to deal with, around the different capitals - economic, cultural and social - that both facilitate and constrain interactions with others in the different communities of practice with which individuals engage in their lifetimes” (Block, 2007, p. 27). The theory of intersectionality in the U.S., started as theory to explain lived experiences of Black women. Intersectionality diverged from critical race theory (CRT), (found in legal studies) which understands race as a central facet to privileges. What separates these theories is that CRT ignored gender, and intersectionality pulls from “cultural nationalism, postmodernism, Critical Legal Studies, and black feminist thought, to provide a more comprehensive examination of race, society, and U.S. law” (Tate, 1997, p. 223).

Legal scholar Kimberlé Crenshaw coined the term intersectionality, and it is used by her to specifically understand violence against women “by arguing that the more typical gender-only analysis did little to explain violence against women of color” (Jones & Abes, 2013, p. 137). For Crenshaw (1991) “race, gender and class domination converge” (p. 1246) and she focuses on how the most privileged group marginalizes people of color and distorts the complexity of race and gender (Crenshaw, 1989). The more privileged group in this study is the U.S. at large but is

complicated when using this theory examining a privileged group of white men and women but regardless of this, linking narrative to macro-level issues places narratives in perspective to the larger world. Intersectionality has branched out as an identity theory used to understand individuals' lived experiences.

More recently, Carbado (2013) explains that this theory can be used to understand other people's experiences because each will have different privileges and oppressions. The significance of this theory is not to place one privilege or oppression above any other; rather this theory plainly explains how identities are salient to each other and the inner workings of these identities on a macro-level and micro-level. Often, when researchers are using intersectionality as a theory and a method, the strength is in the micro-level examination of the participant. The use of narratives is often there to center the story on the marginalized. However, theorists like Nash (2008) expressed that there are issues with analyzing intersectional data such as the not being able to attend to the variations found within experiences. As a result, researchers would need to reject simplistic notions of intersectionality; they would support the invisibility of various positions and the differences within a racial demographic, gender, or socioeconomic group.

Another issue is the use of narratives as the only source in the examination of a problem. Because of the use of narratives as the only form of analysis for some researchers, there is little emphasis on providing complex analysis of an issue. For Collins (2009), narratives offer little insight into student experiences as they are not connected to structural problems or power. As a result, intersectional researchers often ignore macro-level issues. Specifically, Collins (2009) states:

In recent years, intersectional analyses have far too often turned inward, to the level of personal identity narratives, in part, because intersectionality can be grasped far more

easily when constructing one's own view autobiography. The stress on identity narratives, especially individual identity narratives, does provide an important contribution to fleshing out our understandings of how people experience and construct identities within intersecting systems of power. Yet, this turning inward also reflects the shift within American society away from social structural analyses of social problems, for example, the role of schools, prisons, and workplace practices in producing poverty, and the growing rejection of institutional responses to social inequalities, e.g., how governmental social policies might address this intractable social problem. (p. ix)

The analysis of identity data must begin to flesh out experiences, the power structures that influence people, and the effect they have on the people who deal with those structures. As a fundamental rule when using intersectionality as a framework, thinking both inward (narratives) and outward (society) when examining issues is the only way to provide complexity to the research about people and systems they inhabit.

Intersectionality's ability to remain useful and vital to the field rests on being able to understand identity from multiple positions. Whether researchers are using intersectionality as an identity framework or capturing intersectional data, it is essential that researchers adhere to the assumption that we have identities that have layers and:

Whether we start from the most micro or the most macro, we are at the same time citizens of a particular nation; residents of a state, city, and neighborhood; members of a family, and ethnic or racial group, as well as of a social class; and a particular gender. Landry (2007, p. 2)

Overall, when understanding intersectionality, one must explore and unpack "relations of domination and subordination, privilege and agency, in the structural arrangements through which various services, resources, and other social rewards are delivered; in the interpersonal experiences of individuals and groups" (Dill & Zambrana, 2009). Researchers must understand various layers that construct the lives people lead as well as how these constructs produce power dynamics like domination and subordination for people individually and as a whole. When exploring the connection between identity, modern language, and career aspirations, an identity

theory like intersectionality positions participants in the center of the study with the emphasis that regardless of their experiences, students' race, class and gender affects their lives.

What connects investment and intersectionality together is the work of Ahearn (2011) on linguistic anthropology. Similar to other language researchers, she believes that language is not neutral rather it is a “set of socially embedded practices” (Ahearn, 2011, p. 3). Looking at language through a broader social lens deepens the connection with language learning as well as with individuals. By examining language in this way, it is challenging the notion that language is just for communication. Ultimately, by politicizing language, it shows how it is through socialization in an environment that cultural values and practices marry language and how they are learned together. This is how investment and intersectionality are connected and how language, in this case Spanish is not a neutral tool for communication; it is a language linked to people who have varied experiences based on their identities and experiences.

Conclusion

The literature in this review highlighted issues of modern language as it relates to career education, LSP, investment, and intersectionality. The larger problem is that there is little research conducted on complexity and connection of identity, modern language, and career aspirations of students and their importance to multicultural and multilingual student populations. Moreover, the significance that identity, modern language, and career aspirations have for a given language department is important. However, with research like this one using literature from different disciplines, literature is bound to be fragmented, meaning that something is missing one way or another. For example, this literature has some sections that are missing the identity perspective (modern language and career education), others are missing the modern language perspective (career education and intersectionality), and others are missing the career

perspective (modern language and intersectionality). One could argue that investment as a theory explores identity, modern language, and career aspirations but it does not provide a thorough explanation for all of these aspects. To explore how identity, modern language, and career aspirations influence students on a macro and micro-level it is important to embed oneself in a LSP course because doing so should connect the target language and workforce in particular, grounded ways.

These concepts relate to my study because without understanding the role of modern language, career development, LSP, investment, and intersectionality a study like this one could not provide theoretical and practical implications for LSP research that centers on individual perspectives. Learning about the role of modern language in higher education one is able to notice how certain educational structures foster a traditional vision of language learning, while the historical context of LSP provides a different view of what language learning could be with a shift in language learning values. Similarly, understanding what kind of career support is needed in a LSP classroom is vital for students' development. Finally, how language and career aspirations connect on a macro-level and micro-level in the U.S. could not be done without investment and intersectionality because one relates language to reasons why language is learned by students (agency) and the other to how race, class, and gender influence students' lives.

Chapter 3: Methodology

This study was interested in the connection between identity, modern language, and career aspirations on a micro-level; this study connected itself to larger issues on the macro-level such as the college and global learning. What this means is that the focus of this study is on, first, the interrelationships among identity (race, class, and gender), Spanish, and career aspirations of students and the professor, and, second, on the Spanish program itself. I center student experiences in two LSP courses in the Spanish & Portuguese department because it offered a few advantages. One, these students were all in a shared and confined space that offered the same fixed class time. Two, while these students were in shared spaces, they come from varied backgrounds, and this provided diverse experiences. Finally, since Anne (our professor) taught both courses, it was valuable to understand how she viewed these courses.

Narratives from students and the professor served as the micro-level part of the study. It was important to connect these stories to larger issues in the United States, or the narratives would have no context or meaning beyond statements. This was where macro-level analysis of the Trump occurred. These topics interconnect because Spanish is both a benefit and a detriment depending on a myriad of factors, including who is speaking end. The way this country enacts policies on people of color makes race, class, and gender important as it has influence on students' lives, so this study will connect macro and micro-level analyses together in the tradition of intersectionality (Crenshaw, 1989).

This was a phenomenological study concerning itself with exploring the complexity of identity, modern language, and career aspirations of undergraduate students through two language for specific purposes (LSP) classrooms in the Spanish & Portuguese department. The study was concerned with the lived experiences (Starks & Trinidad, 2007) of students and it

“culminate[d] in the essence of the experiences for several individuals who have all experienced the phenomenon” (Creswell, 2014, p. 14). Usually, the challenge of this type of work was finding students who all have a shared experience, but these students had similar spaces due to choosing either SPAN 202: Spanish for Business (SPAN 202) or SPAN 232: Spanish in the Community (SPAN 232) for their course. This allowed for a shared experience as the starting point, and enabled students to talk about their individual experiences. Finally, Anne, the professor of this study, had the added importance of framing her courses and the Spanish program.

In this chapter, I discussed preliminary methods before the study like how I decided on these two courses and the context of the study. In the following section, I addressed the methodology through the discussion of participant selection, data collection methods, data analysis, and validity of the study. This study took a qualitative approach because it served as the best method to explore experiences through themes and narratives. Qualitative research is understood as two categories of basic and applied research (Merriam & Tisdell, 2015). Basic research is done to understand the phenomenon but basic research itself can eventually contribute to applied practice (Merriam & Tisdell, 2015). The goal was that this study would be understood as both basic and applied research in that it will provide general insight and the ability to think about how researchers, professors, staff, etc. could advocate on behalf of students and create more enriching courses that combine language and career.

Preliminary Methods

This study received Institutional Review Board (IRB) approval May 31, 2016. Before this study found its way to the Spanish & Portuguese program housed in the foreign language department, I intended this study to be in the Global Studies Department. The meeting with the

global studies department was in the academic year of 2015-2016 and took place in March of 2016 with the former director and assistant director of the department. My interest was to learn more about the program and the course specifically dealing with career readiness for their students. In the Global Studies Department, students take four years of language when they major in the program and, with the career course they are combining their major and career. However, once I met with the men in their office, I felt they questioned my competence and they worried that I was evaluating their program. I realized that the department's claim of "interdisciplinary" research was comprised of different departments that do not integrate language and career.

Eventually I found Anne the professor of my study. It was important to reach out to Anne and build a relationship so that I could understand her positionality and how she framed language learning for students. Because of the initial meeting, I found a place for my study. The only concern before deciding whether this was the best place for my study was whether these classes would have students of color especially because I wanted to center the study only on students of color at the time. When Anne and I met we talked about this as a potential issue, but she assured me that students of color enrolled in her prior courses so it is likely they would for this study. At this point, I kept an open mind and after classroom observations had been set up informally, I wrote and submitted IRB documents that were necessary for approval (recruitment letter, observation consent letter, interview consent letter, etc.) to prepare for the study that would take place in fall 2016.

Role of the Researcher

I have both emic and etic roles in this study. Regarding my emic roles, I was a modern language major and I am a woman of color. These two aspects provide insight into the

experiences some students in this study deal with such as racial and gender issues. I also understand the interest in learning language and what that means for students especially those who are trying to find ways to apply that to their lives. On the other hand, my etic roles are that I have never had an experience with LSP courses before and that I am not a speaker of Spanish. This proved to be an issue in the beginning because I naturally wanted to know what students and the professor said. It became a “game” to guess what was happening in each class and sometimes I was right but most of the time, I was only getting a part of the context. What helped ease this issue was that Anne provided context after each class through our informal discussions. To combat the issue of Spanish comprehension, I had the support of a native speaker who translated the images used in the findings section as well as interviews to provide context.

In chapter 1, I provided my positionality as a low-income Black woman and how my personal and language experiences served as a catalyst for my professional trajectory. Because of my positionality, investigating students’ similarities and differences of identity, modern language, and career aspirations was significant especially because placing emphasis on these things are rarely researched and situated in a sociopolitical context. It was important to recognize my role as a Black researcher studying students of color and white students. Being a qualitative researcher that had an insider status does not make me a good or bad researcher (Dwyer & Buckle, 2009), similarly to being an outsider. Even though I am a woman of color, I do not believe I automatically understand what many of these students are dealing with in their lives. While I share culture with one student, I do not share that with any of the other students and while I share a gender with the majority of the participants, I do not share it with other students. In this way, I am an “outsider.” On the other hand, students’ navigating college and the

workforce is something that all students go through and this was something I am quite familiar with through my own academic journey.

Ultimately, despite my emic and etic roles, I believe I was successful in keeping my biases and assumptions about students in check. I made sure to keep an open mind about these students and ensured that I did not lead any of the participants through questions; each participant gave as little or as much information as she or he desired. The data collection process allowed for a unique understanding of this topic that may very well lead to a greater understanding of how identity, modern language, and career aspirations relate to larger issues. I did not define student participants' identity, relationship with Spanish, or connections to career aspirations nor did I lead the professor through her questions either. As such, the participants were the experts of their stories and were represented as such in the findings.

Site

The study was located in a large Midwestern university. SPAN 202 and SPAN 232 ran for 16 weeks in the fall semester on Tuesdays and Thursdays and were taught by the same professor. Table 2 displays the course objectives for SPAN 202.

Table 2: SPAN 202 course objectives

Objectives
1. Learn basic business concepts in Spanish
2. Improve cultural awareness and cultural fluency
3. Enhance fluency and presentation skills
4. Demonstrate higher-order thinking skills and Spanish writing skills
5. Acquire hard skills involved in social media for business
6. Communicate your skills in job-search contexts

The overall goal of this course was to provide students with a marketable skill set and awareness of conducting business in Spanish-speaking countries by understanding different cultures. SPAN 202 took place inside the classroom and had a major social media consulting

focus as the final project, instead of quizzes, a midterm, and a final. This course used technology to keep students abreast of Spanish-speaking countries function in business. SPAN 202 was held from 9:30 am to 10:50 am with 13 students enrolled and provided three participants for this study. This course is conducted entirely in Spanish and integrated cultural knowledge to support students' awareness, particularly for those who want to work and live in Latin American countries (or work in the U.S. or Spain).

SPAN 232 was different from SPAN 202 in that it had student learning inside and outside the classroom through a service-learning component where students were required to choose a site with a community partner. Table 3 displays the course objectives for SPAN 232.

Table 3: SPAN 232 course objectives

Objectives
1. Content that focuses on Latino cultures and the work of our community partners
2. Strategies to aid effective communication, including vocabulary building for specific situations, reflective thinking about cultural norms and review of specific grammar points
3. Analysis that contextualizes issues surrounding Spanish (the language) and Latinos in the US within the broader scope of civic learning (understanding public policy, engaged citizenship, diversity, social responsibility, etc.)

The overall goal of this course was to provide students with 28 hours of service learning in which they communicate in Spanish. Students had opportunities to speak, listen, read, and write Spanish inside class and outside class depending on their site. Similarly, this course utilized technology through projectors (professor) as well as cellphones, tablets (students), and laptops (professor and students) to keep Spanish at their fingertips and connect these students to social justice issues affecting the Latino communities in town. SPAN 232 was held from 11:00 am to 11:50 am with 17 students enrolled and provided four participants for this study.

Each course took place in the same building and room on campus. The building itself was one of the older buildings on campus. As a result, the building had a traditional set up with a blackboard, a projector, and a podium. However, one issue with this building was that it lent itself to noise, and this made it difficult to collect audio at moments because it was standard to keep the door open due to traffic and heat. Because of that, I picked up more sound outside of the class than inside in the beginning so using two different recorders as well as pausing the recording during the noisiest times resolved audio issues. Figure 3 shows the typical set up of the classroom, which is the semi-circle (the picture is taken from the professor's view of the class). I sat behind the door near the entrance right below the gray board. I sat there to get a better view of the classroom, students, and professor because it gave me the opportunity to see what everyone was doing in the class. Sitting anywhere else would have either centered myself to the students (possibly disturbing them since I do not speak Spanish) and gave students the opportunity to speak with me in English as a crutch if the opportunity arose (this happened a few times anyway). Therefore, being an “outsider” outside of their semi-circle was the best decision to observe the work of students and the professor.



Figure 3: Classroom for SPAN 202 and SPAN 232

With the classroom set up in this manner, it allowed students to move around freely to pair up with one or more students in the classroom for daily activities. In addition, this set up provided the professor the ability to check-in as well as gave students enough space to talk easily without the feeling of being “watched.” The classroom format (usually) went as follows: students enter the classroom, the professor asks (or checks in) with students on how they are doing, students split into groups to talk (could be general or specific to the next assignment), and then the main class session begins. The class participation is in Spanish and for the most part, both students and the professor use Spanish 100 percent of the time unless there is something that needed explanation in English (which was rare). The reason for the heavy participation was to not only get students comfortable with speaking Spanish, but also to assess students because neither course relied on a midterm or a final exam to show students' understanding of the material; instead, they did more applied learning.

Participants

Table 4 below provides data representing these students' identities, which came from their answers to a survey I gave at the beginning of the project. The survey collected demographics such as race, class, gender, etc. and, student-chosen pseudonyms for the study.

Table 4: Survey results

Name	Course	Year	Race	Gender	Socioeconomic Status	Cities Lived
Garret L. Washington	232	Freshman	Black and White	M	LMC	Markham, IL Alsip, IL
Naomi Vega	202	Sophomore	Mexican	F	MC	South Side Chicago
Isabel Gonzalez	232	Junior	Hispanic	F	MC	Chicago Evanston, IL

Dan Jones	202	Senior (3 rd year)	White	M	MC	Paxton, IL
Cecilia Gomez	202	Freshman	Mexican	F	UMC	Bolingbrook, IL Burr Ridge, IL
Michael Smith	232	Junior	Indian	M	MC	Skokie, IL
Aine Traynor	232	Sophomo re	White	F	MC	Oak Lawn, IL

Table 4 (cont.)

In total, there were seven student participants in this study. Everyone had different majors (see chapter 5), race, socioeconomics, career aspirations, etc. The original plan was to have equal distribution of students in each class numerically and by gender for comparison. Across gender lines, there were four female participants (two in 202 and two in 232) and three male participants (one in 202 and two in 232). Students' class standing (a year in school) shows there were two freshmen, two sophomores, two juniors, and one senior who represent the data. When I talk about these participants moving forward, I will use the terms they chose to describe themselves as in the survey. Racially/ethnically, the bulk of the student participants were Mexican (with one of these students being biracial Mexican/Pakistani), another biracial student identifies as Black (this is evident in the interviews), and there is one Indian student and two white students.

Participants were able to decide their socioeconomic status and the range is from lower middle class to upper middle class. The point of asking students' socioeconomic status was not only because this is a component of intersectionality, but also because all of these students learned Spanish before these courses (elementary through high school) or are native speakers of Spanish. This means that these students have different connections to the language and the communities in which they lived contributed to their identities, language, and career aspirations. While the socioeconomic status for these students varies, most identify as middle class. When

combining this with where students live, it was possible to assume that these students had reliably identified their socioeconomic status. That said it was also possible that these students could have identified their situation in a way to make them more comfortable when talking to me, which I recognized was a way to save face. Other vital data such as their major and minors, their career aspirations, and why they enrolled into their course was discussed in the findings section as a part of their narratives.

Criteria for Participant Selection

As stated earlier, the original intent for this study was to center this research on Black and Latino students because I am a person of color and centering the study on these participants would highlight experiences that were unexplored. I understand that my identity as a Black woman influenced my research agenda (Wei & Moyer, 2009) and my desire for more research to be centered on students of color as well as their positive experiences as language learners. With this in mind, I began the study only interested in these students and approached them first. Essentially, the study started with Black and Latino students in mind, but eventually snowballed into a study with rich and diverse perspectives from students who fit different racial/ethnic backgrounds. This happened after the first interviews with some participants of color, some of whom informed me that I should interview other students. Specifically, Naomi and Isabel told me to interview Dan, Michael, and Aine because they took learning Spanish seriously. The use of snowball sampling was helpful because, even though I was in both classrooms as an observer, I had unsuccessful attempts at student recruitment. The snowball method proved its usefulness as it helped overcome recruiting hard to reach students because I had participants who could vouch for my care and discretion (Sadler, Lee, Lim, & Fullerton, 2010). Once students' responses started to sound similar, I met the saturation limit and I discontinued student recruitment.

Data Collection Procedures

This study took place during the 2016-2017 academic year, specifically during fall 2016. From August 22nd through December 07th I collected multiple sources of data to provide a comprehensive understanding of identity, modern language, and career aspirations of undergraduate students as the focus, while the professor's perspective is secondary or supportive. I collected semi-structured interviews, audio recordings of the classroom, observations, photographs of group activities students completed, and also distributed the aforementioned survey. I did not use all data collected. Table 5 below shows the main questions and data I used to answer them.

Table 5: Main questions and data collected

Main Research Questions	Data Collected
1. What factors influenced students to choose Spanish as a modern language to learn?	<ul style="list-style-type: none">• Survey• Student interview # 1
2. In what ways do students view Spanish (and modern languages in general) as an important part of their career aspirations in the future?	<ul style="list-style-type: none">• Student interview # 2
a. What ways are LSP courses promoting students' understanding of how language and career aspirations relate to their lives?	
b. How does identity (race, class, and gender) factor into how undergraduates view their use of language in their future careers?	
3. What factors influenced the professor's choice to learn Spanish and become a professor of Spanish?	<ul style="list-style-type: none">• Professor interview #1
4. What reason was there to create LSP courses for Spanish?	<ul style="list-style-type: none">• Professor interview # 2• Field notes• Photographs of student activities
a. What are some takeaways the professor intends for students to take with them after enrolling in a LSP course?	

The data collection process consisted of observation where I watched the setting, participants, and took pictures of activities. During the observations, I was a nonparticipant observer (Creswell, 2013) which is a researcher who “is an outsider of the group under study, watching and taking field notes from a distance...[where she] can record data without direct involvement with activity or people” (p. 167). This distinction was important because I did not want to interact with students in ways that interfered with their activities, assignments, or attention in a class that ultimately was graded.

As a nonparticipant observer, students could put forth effort in their activities without the added pressure of someone joining in their group activities but when I observed, I made sure to take jotted notes about what I thought was going on and discussed it with Anne after each class. With photos, they were taken to provide examples of the group work students did in class and strengthen the study. This was important because the study did not depend on my ability to speak Spanish because while language is important, how students understood language as it related to who they are and their career aspirations were important. Therefore, most of the time observations were to make students comfortable with my presence.

At the beginning of the semester, the first two weeks were dedicated to “casing the joint” (Dyson & Genishi, 2005). Casing the joint helped get a feel for the student demographics, class structure, and my comfort in these classes. On the first day of the first week, I passed out the recruitment sheet to students in both classes, letting them know what the study was about and that I would observe them. This was also when I provided students with the opportunity to ask questions so that the process was as transparent as possible. Over the course of the first two weeks, each course had traffic flowing in and out of the classrooms, meaning that this process of explaining and having students sign forms repeated but on my own time after the class to each

student individually. After the second week, I no longer used this process because students numbers finalized.

Anne provided the syllabi, access to the course management site, and the Facebook group used. From the data provided, I only used portions of the syllabi to strengthen the study and provide an instructional context. Early in week 5, I began to think about students that I was interested in having participate in the study. I first approached students of color and put effort into interviewing an equal distribution of male and female participants. What happened was that the majority of the students are students of color and the remaining students are white. Gender wise, most were female and the rest were male. The final participant is the professor of both courses and she identified as white and female.

Late in the 5th week, students in both SPAN 202 and SPAN 232 received emails asking whether they were interested in participating in the study. In the email, I reminded students of the study, the expectations of the interview (e.g., date, time, and length), and the opportunity to decline to participate in the first interview. If they responded positively to the first email, there was a follow-up email with confirmation providing the location on campus where we would meet and the length of the interview (again for measure). When students arrived at the location for the first interview, I provided an interview consent form to present the study and explained what I will use the study for, and also informed them that I would interview them twice; but they could stop participating. From there, participants had one copy of the consent form, which they signed, and another which they signed and gave me.

The interviews conducted with all participants were semi-structured to provide organization for data analysis but also to allow students the opportunity to express interest in unanticipated topics. After each first interview with student participants, I provided a survey through Google forms to ask for demographic information such as major, which course they were taking, how they identified, etc. The survey allowed students to write in their answers freely; thus I did not place students in categories defined by my own ideas of who they were. The reason this survey was created for this study was to help facilitate interviews and act as another layer for student data. Interview data for this study would not have been enough because certain things like how they identified would have been solely based on my judgment. Moreover, I wanted to see whether the information provided in the survey was different from data provided to me in interviews. This was a way to make sure that the data I collected was consistent and made it easier to ask clarifying questions based on the information provided. Figure 4 shows the

The screenshot shows a Google Forms survey titled "Interview Protocol". At the top, there are tabs for "QUESTIONS" and "RESPONSES" (with a count of 7). The survey text states: "This interview protocol is to get basic information from you prior to our interviews (remember there will be two interviews 30-45 minutes each. One now and one later in the semester)." The questions are as follows:

- Provide a pseudonym for our interview (fake name you want to be called) *** (Short answer text)
- What is your major and minor (if you have one) *** (Short answer text)
- Year in school *** (Short answer text)
- Is Spanish your native language? *** (Radio buttons: Yes, No)
- Why are you taking this course? *** (Radio buttons: For personal reasons, For professional reasons (e.g., career building))
- What places did you grow up? (You only need to list as many places you are comfortable with). *** (Long answer text)
- Race/Ethnicity (or however you feel comfortable identifying) *** (Short answer text)
- Gender (answer in the way that makes you feel comfortable) *** (Short answer text)
- Socioeconomic class (answer in the way that makes you feel comfortable) *** (Short answer text)
- Career aspirations after you graduate (what career do you hope to have)? *** (Long answer text)
- Any special things you want me to know about you and your Spanish experience?** (Long answer text)

At the top right of the form, there are radio button options: "Both A and B" and "Other".

survey
given to
students
after the
first
interview:

Figure 4: Survey for Students

The original plan for this survey was to give it to students before the interview but providing it to students after helped keep biases and assumptions about these students in check until interviewing them.

During the 10th week, second interviews were set up and conducted. Similar to the first interview, I contacted the same participants and asked if they were interested in interviewing with me again, since they could decline if they so choose. With all of the participants saying yes to the second interview, I gave them the option of interviewing on the same day and time they chose for their previous interview (e.g., if students chose Tuesday 1:30 pm, they could choose that same day and time). With that underway, I did my best to make them feel comfortable and make the process as smooth as possible by keeping each interview in the same location and room.

Each student interview lasted a minimum of 30 minutes and a maximum of 1 hour conducted over the span of October 13th – November 3rd, and held in a semi-private room located in the library of the university. Some interviews were 30 minutes because some students had meetings or classes after, but those that lasted 1 hour were due to lengthy conversations. I used two recorders to record interview data to ensure the accuracy because the sound levels fluctuated in the location where the interviews took place. The first interview explored factors in students' lives that influenced interest in Spanish while the second interview explored how Spanish factors into their career aspirations.

A couple of weeks before the final class, I met with the professor at the end of her classes to set up our interviews. About a week after the fall semester ended, I conducted our interviews. Each interview conducted happened the same day with the first interview lasting 50 minutes and the second interview lasting 1 hour 20 minutes in the professor's office. The first interview with

the professor covered her identity and career. The second interview covered why there is a need for LSP courses and what she felt students took away from these courses as future professionals. Overall, there were 16 interviews from all participants involved.

Data Analysis

The most important data analyzed for this study include: (1) student survey, (2) field notes, (3) photographs, and (4) interviews. **Survey:** this tool helped me understand how participants identified in addition to basic information about their major, career aspirations, and general feelings about language. Its usage is strictly to give background into students' lives. I reference this survey once in the participant section of this chapter and again when talking about the themes formed from students' data. **Field notes:** field notes were used sparingly to set up what students were doing when photographs were taken. **Photographs:** they provide material context for classroom activities and provide classroom insight, particularly given the exclusion of classroom audio due to the few research assistants available to help me translate student talk. These photographs were group work by students and written completely in Spanish; my research assistant translated the text in the pictures, which show up in chapter 4. **Interviews:** in the interviews conducted with the professor and students, I pulled vital information to make meaning (Emerson, Fretz, & Shaw, 2011) of the data. With the sheer amount of data in each interview, my decision was to look for the best representation of the data. I did this by going through all 16 interviews and looking for patterns in how the data converged and diverged as it related to their personal lives and their career aspirations.

Through inductive data analysis, I collected interview data and coded it to create a set of comprehensive themes (Creswell, 2013) that examine the connection between personal and professional development as it relates to language and identity. The study considers the context

and influences of individual differences in identity that you may not see if students are only analyzed as a unified group. These themes started through open coding, which was done through examining the survey, interviews, and transcribed photos, and from this, I learned about new ideas, insights, and connections that turned into focused codes. For these focused codes, I created a code grid for to keep themes and relevant data organized. Below is Table 6, which shows what the focused code grid created looks like from interview data based on the professor Anne. I made the decision that the thematic headings would run parallel based on their occurrences in the data, in this case interviews.

Table 6: Code Grid Example

Requiring Language	Reforming Language	Developing Personally & Professionally
This is very interesting and very timely. I have friends and colleagues at Duke, Duke is revising their requirements, and one of them is the foreign language requirement. And my friends have been posting on Facebook these articles written by students in their student newspaper against the foreign language requirement and my friends and colleagues are against students being against the foreign language requirement. And so I haven't commented about it because "eh I think there is a grain of truth" on what the students are saying. I think you can take. I think that on the one hand of course they should be required of course they should make you see the world differently and be put in the position of being a foreign language learner, second language learner. They should definitely	Speaking of reform. That's what foreign language programs many of them not all of them need is just updating and reform. So I wrote a blog post the title was "the tension in Spanish programs cannot endure last or something like that" and the image I put with it will Spanish programs change or be changed? And someone picked up on that post and put it on reddit and luckily, someone alerted me and um I got an email from a student reported from the DI who wanted to interview me about it. Problem was that she quoted the title "the problem in the Spanish program cannot last" and this isn't a gossip piece about programs about Spanish. Anyway, I did say I would give her an interview but in the blog post I wrote it was all about some tensions that I notice in these Spanish	For the Spanish in the community class I expect them to gain an understanding about immigrants in the United States and I mean a political understanding of that that is based on facts and so a part of the job in that class is to unlearn the myths and the misinformation. I took (student name) from Spanish in the community took her out to lunch last week and I wanted to...her writing is so good and she is just a freshman and I wanted to put her on a path of exploration that of things she might miss if no one talked to her about them. And she told me that the class that we had where I showed the video of Melania Trump talk about the right way to immigrate showed them the flow chart of how you can actually immigrate to the United States and become

<p>see languages and cultures are combined but I don't think our foreign language programs do that. So I mean I wish is that I could get my hands on the foreign language programs that are required to make them different so students can feel a sense of accomplishment students can feel since of what they actually achieve because I think things are framed for these students nearly in terms of "do you know how to conjugate verbs" because that's what the tests are that's what the grades about but we say we say that they are supposed to be doing all of these things that I don't think that they are designed to do.</p>	<p>programs and that one of them is that we are Spain centric. And Spain is such a small geographically small speaking part of the Spanish-speaking world. But also the cultural production of the Spanish-speaking world is overrepresented by Spain and Spanish programs. I outlined three instances within a one-week period, which I saw this happen with students. So, the DI reporter contacted 10 people from the Spanish program because she had to have 3 sources and they all said no they don't want to be interviewed for this piece. And I was having a meeting with the head and she said "one more thing I need to talk to you about is your blog piece" So I would say that she didn't scold me but the implication was you and other things you put on the blog are airing dirty laundry. You're making us look bad. We make ourselves look bad. The reason why I am telling the story is because reform can't happen if we don't agree that reform needs to happen. She told me the reason she found out about the blog post and my blog to begin with is because one of the faculty members who had been contacted wrote to her and said, "I don't know what to do" and said I don't agree with blog post and I was like what is there not to agree with?</p>	<p>a citizen and how it is actually truncated for almost everyone except for these already privilege people she said that had a huge impact on her. And so I was glad to hear that from her and that sort of illustrates who I am talking to who is (student name)? She is a person is predisposed positively towards Spanish speakers to begin with she is not what I imagine to be a Trump supporter and things like that and so you think okay I want to reach the Trump supporters and change their minds well in fact I have to take these people who are already interested in Spanish already predisposed to Spanish and change their minds because they don't have the misinformation they want to support Spanish speaking immigrants but they don't know why and once you explain to them the very logic that we used in the mass media to talk about immigrants is flawed logic based on this. It is not teaching to those who are against immigration but teaching to people who are for immigration and having a deeper more nuanced more truthful oriented approach to thinking about immigrants in the United States.</p>
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Table 6 (cont.)

In the focused code grid, I organized the data from interviews conducted both with the professor and students into 22 themes overall. Going further, with these focused codes, I decided to choose what data to use in order to tell a comprehensive story about personal and career aspirations of students as well as how the professor fits in with their socialization of Spanish language. The focus codes were narrowed down to three themes for the professor and six themes for students.

These themes are for the professor:

1. Language value and deepening lives
2. Requiring and reforming language
3. Anne's teaching

Within student interviews specific themes were pulled from the data that made up the narrative, these were:

1. Language value and deepening lives
2. Course decisions
3. Racial awareness
4. Career interest & transferable skills
5. Identity factors in the future
6. Nontraditional views of LSP courses

While these were the themes used in this study, the findings piece these themes together to provide individual narratives that allow insight into the lived experiences of each participant and into how they saw themselves and the world around them (Creswell, 2013). Because this research is embedded in the point of view of the participants (Bogdan & Biklen, 2007), I also inserted myself in the research when feasible. Specifically, I elicited auto ethnography to understand how I fit into participants and the world around me. There are a few reasons why the use of auto ethnography is beneficial for this research. According to (Chang, 2008):

Benefits of auto ethnography lie in three areas: (1) it offers a research method friendly to researchers and readers; (2) it enhances cultural understanding of self and others; and (3) it has a potential to transform self and others toward the cross-cultural coalition building. (p. 11)

I used auto ethnography as an analysis method sparingly but when I am using it, particularly in both chapters 4 and 5, I am doing so with the expectation that it was enhancing the nature of the study. To further the validity of this study I used the same codes and formatting across research

participants; in addition, I asked a peer also conducting dissertation research to check my coding and my director of research whether the work done was clear (Creswell, 2013).

In the discussion section, I analyze pieces from narratives from the professor and students to discuss these LSP courses in the contexts of their narrated lives and, also, of the Trump administration because his election predicated an outpouring of visible and audible discrimination. While people of color are aware of this discrimination, it is now visible enough that this is affecting the country and is affecting Spanish speakers, immigrants or not. Since this is the case, it is an interesting connection to the rise of visible white supremacy in connection of “making America white again” and how that has always been the case but is steadily rising under Trump (SPLC, 2017).

Learning a language is more complicated than one assumes because there are many multilayered experiences at play. Therefore with a study like this one, it was important to connect macro-level issues as they relate to a Trump America to micro-level narratives as they relate to participants since understanding and positioning these students in the world is meaningful to the discussion of identity, modern language, and career aspirations in higher education systems moving forward. The decision to connect the Trump presidency to this study happened after the election. While his antics were noticeable since President Obama was in office, the real effects of Trump did not come to a head until the American people voted him into the White House. This was when I began to understand how important a study like this one is for Spanish learners inside the classroom and Spanish speakers outside the classroom. It was in the SPAN 232 course where discussions of Trump came up after the election. One class that was significant was in English. Anne opened up the space for students of color to speak about the

issues they will face under the administration. This discussion made it important to understand the perspectives of students and the professor in the Trump presidency.

Chapter 4: Professor's Perspectives on Modern Language Learning and Her Classroom

If there was one central finding in the research overall, it was that there is more to learning a language in the United States than people may believe. There are complex experiences and situations such as race, class, and gender that may converge and diverge in the lives of language learners; therefore, learning a language is not neutral. Language is not neutral in one's personal life, and it is not neutral as it relates to career aspirations because language falls in and out of power and that power depends on people in control of the country. There is power behind language and language education. More importantly, what is central to language research is the issue of power (Tollefson, 1995). Power can socialize students to view language a certain way; for example, the English only movement incited disdain for Latinos as their communities pushed Spanish to be taught in schools (Lippi-Green, 2012). Language can also challenge and align itself with certain views and influence students to make decisions about whether or not language is important to their lives personally and professionally. This chapter focuses on the perspective of Anne; Anne as a learner of Spanish and as a Professor of Spanish.

The chapter focuses on Anne for two reasons. One, Anne's experiences influence and socialize students through her lens and experiences with Spanish. Two, by providing the context of the Spanish program including the purpose of these courses and the criticisms received, I showed the issues she faced professionally (as it relates to her students). In doing so, this study examined Anne's personal connection to Spanish and how it related to her career. I use my own personal story to enrich the discussion. In some ways, this chapter mirrors a complex understanding of how Spanish relates to a career in ways student participants were not able to produce, because they had not yet experienced the career move. Providing this chapter about Anne ties her LSP courses and students together. Without her perspective, there would be little

known about the relationship between her courses, the Spanish program and how these courses are situated in the larger college system.

All about Anne: Her Background with Spanish

The main question for the first interview was “What factors influenced the professor’s choice to learn Spanish and become a professor of Spanish?” This question had a smaller component to it that was worth highlighting and that was her view on her institution’s modern language requirement. However, before entering into the mind of Anne the professor, it was important to understand the experiences of Anne the pre-professional, young Anne. The value in doing so would humanize professors, and explore her personal and professional trajectory, which was essentially the point of exploring micro-level experiences for this study.

United States language beliefs are built around assimilation of newcomers into English; while this is not the only view of language, English is associated with power and the “powerful” view themselves as the “self appointed guardians of English” (Crawford, 1992, p. 171); these guardians of English are usually U.S. policymakers who decide language policies in this country. As a result, it was imperative to start Anne’s narrative with understanding how language connected to a white woman, who has white privilege (McIntosh, 1988) in this country.

We opened the first interview with Anne’s relationship with language in the family life that spanned her childhood up until now:

So, if I go back to my hometown nobody spoke any other languages. There was nothing going on in my town. I did have two years of Spanish in high school because that is all that they offered. I liked it and found that it came easily, but it [did not?] strike[?] me as a passion that I was going to pursue. Then I came to the [university] and I managed to take more Spanish classes and loved it because of the way it was taught. It was taught where you were having real conversations...and communicating in the language that was such a contrast to the high school class I had had before. And so, that really put me on the path of liking Spanish. I knew I wanted to study abroad and I attribute that in part to having read a lot when I was very young and I wanted to know a little bit about the world and

there was this Barcelona program. So I went to the yearlong program in Barcelona and that was what really changed my life. I mean literally changed my life because I saw so many different ways you could live, so many languages...so it just became a part of my identity.

What makes the beginning of her story similar to other non-native speakers was that she grew up without seeing languages other than the variety of English spoken in her community. In a small town, there had to have been people who initially spoke languages other than English when they first arrived in this country, but assimilation had taken over, and accompanying that was the disappearance of languages. As time went on, other languages were taught in her school. However, her experience seeing no one speaking languages other than English and enrolling in Spanish because that was what her high school offered related to identity and was similar to my story and to a few students' stories presented later in this chapter.

When connecting language and socioeconomic class, Anne's life story was similar to my own. I too grew up in a space where I saw no one speaking any other languages around me. Since I grew up in the city however, I knew the closest place to go if I wanted to hear another language (which was Spanish), but ultimately, I did not live there so it was "foreign" to me as a child. As I took high school French, to the dismay of my eldest brother (who said I should have taken Spanish), I spent a lot of my time imagining myself as a part of a Japanese learning community, an imagined community (Kanno & Norton, 2003) due to my engagement with manga ("comics"), anime ("cartoons"), and J-Pop ("Japanese pop music.") I did not want to learn Spanish because everyone else was learning it and I wanted to be contrarian. I liked French well enough, but I always wanted to learn Japanese. When I finally went to college and learned Japanese, I felt it changed the way I viewed the world because I felt more worldly and this was even more so the case when I went abroad to Fukuoka, Japan. Therefore, Anne finding the

beauty in Spanish and being influenced by the life lessons her college courses taught her about effective communication were similar to my experiences with Japanese.

Yet, one has to question when career aspirations and language start to connect with each other. Surely, some people can pin point it, but sometimes the link seems like something that “just happens.” Connecting language to career aspirations is not as simple as one thinks, but it is possible to believe that prominent experiences position people to find their way to their career path. Because language fundamentally plays an obvious social and utilitarian role (Hall, 2005), it informs our identity and our futures, depending on how we connect to it. Choosing our career through our experiences in life shows that one may have an idea of what one can do, but often those experiences are brought together when one faces the need to take a certain path. Take for example what Anne says when asked about how Spanish started to connect to her career aspirations:

I would say late, I wasn't really thinking about career I was just enjoying college and learning and soaking it all up and meeting people from all over all over the states and all over the world. Going to foreign films, they used to have foreign films over at the [building name redacted] in college.

In part, what brought Anne down her career path was meeting people from different places from her own and remembering that she did not grow up in a diverse town, meeting new people and enjoying college experiences opened up a space where she could explore the world with different people interested in the same thing. This shaped her personally and professionally; however, her career was not of immediate concern to her and it became important during one significant moment, graduating:

I really wasn't thinking about a career until all of a sudden I graduated and I had to think about what to do and basically this is what I came up with. I loved English literature; I loved Spanish and why not do Spanish literature in graduate school. It really was in the way that I didn't really know what else I wanted to do. So, this would be what I wanted to

do. It wasn't that I didn't know what I could do with Spanish, I didn't know what I wanted to do AT ALL other than continuing to read and learn.

Anne knew of the career possibilities with language and the path she chose was academia. This was in turn because of events in her life like study abroad, meeting new people, and her interest in literature. These experiences pushed her to become a professor of Spanish, and she emphasized this more when she explained how she solidified her choice of becoming a Spanish professor:

I loved it, because I was talented in the classroom. So, it wasn't just about being able to speak Spanish; just about cultures. I was talented at being able to teach, being able to design courses, design lesson plans things like that. And so I felt successful in the classroom as a teaching assistant so I grew from those responsibilities and opportunities and I feel like that channeled me into continuing with that.

From her words, it was noticeable that language has been a part of her life since she could remember and this answers what factored in who she is today. Anne as the pre-professional was not the only way to understand who she was because understanding the professional was necessary to this study. From this perspective, this study was entering into a space that was now exploring Spanish in the department where she works.

Requiring and Reforming Language

The modern language requirement for college entry is that students must enroll in a language for 2-4 years in high school. Petersons, an integral college information website for aspiring college hopefuls, says that many selective institutions require high school students to take two to three years of a modern language in order to qualify for admissions (Petersons, 2016). When students only take two years, in some cases, they have to continue learning in college as a part of the general liberal arts requirement (unless they are language majors). For some students, the language requirement is unnecessary and for the university, it is a way to

make money. This statement is neither true nor untrue because it simply depends on the person's worldview. Students who are not language majors or minors could find that this requirement holds them back from their actual major (Mosley Vaughan, 2015) even if students understand the importance of language learning. Another reason why some may label modern language requirements a "cash grab," is that universities make money off student enrollment and some of these students cannot see how language learning could make them money. Thus when asking Anne about her feelings on her university requiring students to take a language in college, this was what she said:

This is very interesting and very timely. I have friends and colleagues at Duke. Duke is revising their requirements and one of them is the foreign language requirement. And, my friends have been posting on Facebook these articles written by students in their student newspaper against the foreign language requirement and my friends and colleagues are against students being against the foreign language requirement. And so, I haven't commented about it because "eh I think there is a grain of truth" on what the students are saying. I think that on the one hand of course they should be required of course they should make you see the world differently and be put in the position of being a foreign language learner, second language learner. They should definitely see languages and cultures are combined but I don't think our foreign language programs do that.

As suggested by Anne's colleagues at Duke, language requirements were under scrutiny from students on campus. While there was not a widespread discussion about language learning on Anne's campus, based on interactions with students, some felt it was not worth their time. The issue with the language requirement is nothing new, and so Anne's "grain of truth" had to do with language learning's relevance to students in college. Anne understood the position of her colleagues that requiring students to learn a modern language should help them see the world differently because it aligns itself with preparing students to deal with diversity and change in the world (AACU, 2013). On the other hand, the programs she was aware of do not make those connections for students as well as she would like. As a result, there is "dichotomy" between

professors and students regarding the purpose of modern languages. To fix this issue Anne's wish is to:

Get my hands on the foreign language programs that are required to make them different so students can feel a sense of accomplishment. Students can feel a sense of what they actually achieve because I think things are framed for these students nearly in terms of "do you know how to conjugate verbs" because that's what the tests are, that's what the grade's about. But, we say that they are supposed to be doing all of the things that I don't think that they are designed to do. Speaking of reform, that's what foreign language programs, many of them, not all of them need is just updating and reform.

Essentially, Anne was talking about reform for language programs. However, the desire to reform language programs beyond conjugating verbs in the traditional language format is difficult especially when people do not view language similarly. The result is tension due to how some professors view non-tenured employees. For the language programs to change, new courses and programs "should not be developed exclusively by tenure-track scholars trained primarily in literature" (Geisler et al., 2007, p. 240). Even though Anne is a non-tenured professor who both created her own course (232) and revamped another (202) in order to promote diverse experiences within the department, it is not valued at least not visibly.

Anne's interest in discussing issues about the status quo of the Spanish program was met with disdain by some of her colleagues. Some of this happened when she wrote about it on her Spanish blog and it somehow made its way to Reddit (a social news aggregate) and then to a student reporter at her institution. The tension Anne received from her colleagues came from those who did not agree with her but this disagreement is something other language departments possibly face as well. When asking about the outcome of this issue Anne states:

I got an email from a student reporter who wanted to interview me about it. Problem was that she quoted the title "the problem in the Spanish program cannot last" and this isn't a gossip piece about programs about Spanish. Anyway, I did say I would give her an interview but in the blog post I wrote it was all about some tensions that I notice in these Spanish programs and that one of them is that we are Spain centric. And Spain is such a small geographically small speaking part of the Spanish-speaking world. But also the

cultural production of the Spanish-speaking world is overrepresented by Spain and Spanish programs. I outlined three instances within a one-week period, which I saw this happen with students. So, the DI reporter contacted 10 people from the Spanish program because she had to have 3 sources and they all said no they don't want to be interviewed for this piece. And I was having a meeting with the head and she said "one more thing I need to talk to you about is your blog piece" So I would say that she didn't scold me but the implication was you and other things you put on the blog are airing dirty laundry. You're making us look bad. We make ourselves look bad.

With Spain-centered Spanish programs likely the norm based on Anne's perspective, there was no surprise why Anne wrote the blog. What Anne was doing was providing students' experiences outside of just Spain centered Spanish because she was trying to teach Spanish that would provide usefulness to students and the communities they will serve.

The initial interest about language reform turned into what Anne considered a "puff" piece by the student reporter. This ultimately exposed criticisms the Spanish department did not want known to the public. The idea of "airing dirty laundry" was strange when the program's courses are available for all to see. As a result, modern language programs would need to grapple with the problematic emphasis of Spain's Eurocentric colonial history that influences language departments and language socialization of students. Anne continued to explain the point of this story:

The reason why I am telling the story is because reform can't happen if we don't agree that reform needs to happen. She told me the reason she found out about the blog post and my blog to begin with is because one of the faculty members who had been contacted wrote to her and said, "I don't know what to do" and said I "don't agree with blog post" and I was like "what is there not to agree with?" I mean it's math. Look at the courses we offer, look at the amount of study abroad programs we have in Spain VS. anywhere else in the Spanish speaking world. And so, I said to her what is there to disagree with? She really viewed it as that's your opinion. We will never progress. So, I have come to the conclusion that unless there happens to be a Spanish program at a big prestigious university that totally changes their approach, there will be no change.

The student reporter did his/her job by contacting other sources but had no idea of the inner workings of departmental politics where individuals have different views on the function Spanish

has for students. When the department head scolded Anne about her blog post, it was because she was “airing dirty laundry,” and that she and Anne “don’t agree.” If this is the case, then the question should be why was it that this individual does not agree? Anne gives an answer later when discussing the criticisms she received, but before reaching that point, she discussed the program itself.

When discussing the program, Anne had the expectation that students taking these courses would learn values she found important (later in chapter 5, we will see if that holds true). Much like any other department, the Spanish & Portuguese department had structured courses that establish the direction of the program. Non-tenured professors have little to say in how courses are determined and because of this, some courses including Anne’s are electives. This does not mean that Anne’s courses should be a part of the required courses for the major simply because of Anne herself, but these courses hold significance for individuals who believe that students should explore Spanish-speaking communities outside of Spain. In these courses, students learn about other Spanish speaking countries like Panama, Colombia, Puerto Rico, etc. When asked about the Spanish program at this school, this was the response:

We have the basic language program, which are the 100 level courses, which are there to fulfill the language requirement for students where they're getting a foundation of the language. I think there should be some other learning objectives but...then we move on to courses that are a part of our major and minor and at the 200 level, we have what we call the basic skills. So we have reading and writing and regular grammar and those are currently all required for our major and our minor and then we have these elective courses which is what I teach in addition to those and students only get to take one elective. They take conversation, business Spanish, and Spanish in the community, [all of which] don't count for [required courses]. So, conversation 208, business 202, and Spanish in the community 232 are electives.

The fact that SPAN 202 and 232 are electives is not surprising given Anne’s position.

Nevertheless, this was the course structure for the Spanish program. Even with the program set and in place for students the criticism she receives for these courses continues. Anne’s earlier

statements suggested her view that some programs work so hard to be valued similarly to more prestigious departments that there is “in-fighting,” if everyone was not on the same page with the program’s mission. Below, Anne expands on her view and explains why she felt she received criticism:

All foreign language departments have an inferiority complex because they feel that their work is as important as the English department. But yet they are thought of as just teaching Spanish. So English isn't thought of [as] teaching "English"; it is thought of as teaching literature and whatever else they do. They don't want to be seen as a service department...which we are a service department because of the foreign language requirement. If we didn't have the foreign language requirement we wouldn't have the number of students we have in those programs, which is what actually brings us our resources. So we are a service department, but you resent being a service department and so when I say the word community SERVICE learning that makes you mad because you said that “makes us look like a service department” and that is not what we want to be. And then other criticisms are you are reinforcing the stereotype of Spanish speakers being poor, uneducated, undocumented because you are doing a service charity to the people in the community.

The criticism received had a connection to an inferiority complex on campus. It seemed that according to Anne, the Spanish department was upset that they are not valued similarly to English. Of course, this was not surprising because language is not valued in this country (Reagan, 2002) so this mirrors similar sentiments on campus. So, who was this person angry with Anne or the people who uphold English only values? Why get angry about the criticism of Spain centric learning from Anne rather than do something about the interest in your department? Some view English as unimportant compared to STEM, just as they do with language especially because they are both humanities subjects in the liberal arts and institutions have shut down programs like German and world languages (Lewin, 2013). As a result, strengthening liberal arts is what should be the focus and be understood from many different perspectives.

Another aspect of this “complex” was the idea of providing a service. Regardless of the prestige from any department, they all service a purpose one of which is to provide students the ability to gain employment and if they do not students go to other majors. Possibly, the largest criticism given to Anne was that by focusing on diverse perspectives of Spanish speakers she was reinforcing stereotypes. What is the purpose of learning Spanish if there is only one perspective? What happened to the mission of diversity and valuing what professors can teach students? Was possible that diverse ideas and approaches to language is all talk? Anne explained:

For so long focused on and because I suffered from overt criticisms of things I wanted to do and what I was doing and sort of my vision for how things could be or should be. And now I have come to understand too that it's not just if they overtly criticize you; it is also if they just ignore and devalue; and when you are not at the table when there are thoughts about curriculum, don't even include your courses--that sort of silencing or being left out of the picture, that's huge too. It's about mission; it's about values.

Because of Anne's resolve to provide students with alternatives to their traditional learning, she essentially had overt and covert criticisms thrown her way. It was not just words, but also shutting her out by “forgetting” to have her take part in the decision making process. This shows that her relationship with the department was contentious and it was due to their mission and values misaligning with Anne's desire to provide meaningful experiences for students. The departmental issues on this campus mirror others and question the role modern language has for students that have trouble finding value in language. The key may lie in providing students more opportunity to take SPAN 202 and SPAN 232, which emphasizes conversation and learning from many Spanish speaking countries, including the U.S. and connecting students to new perspectives through student centered learning.

Anne's Resolve for her Students

The purpose of these courses was for students to learn their target language as well as something tangible outside of the literature. This is important especially because of criticism some professors have of students who question modern language relevance as seen with Anne's colleagues at Duke. While it was not as clear how much this was happening on Anne's campus, there were some issues because Anne had an interest in reform. She understood that there are ways to reform language programs and for her there was no dichotomy about the role of modern language if one understands that LSP courses can shape students' minds and provide them with substantial support for their careers. When asked what she hoped students would gain when she started with SPAN 232, Anne responded:

For the Spanish in the community class I expect them to gain an understanding about immigrants in the United States and I mean a political understanding of that that is based on facts. And so a part of the job in that class is to unlearn myths and the misinformation...so you think okay I want to reach the Trump supporters and change their minds. Well in fact, I have to take these people who are already interested in Spanish, already predisposed to Spanish and change their minds because they don't have the information. It is not teaching to those who are against immigration but teaching to people who are for immigration and having a deeper more nuanced more truthful oriented approach to thinking about immigrants in the United States.

Anne's desire was to provide students an understanding of Spanish and how it relates to politics in this country. Her emphasis was on working with students who are already interested in supporting Spanish-speaking people. Take for example on November 29th when students in her SPAN 232 class discussed Latin American migrations to the United States heartland. Below are pictures of some of the group work completed. The group work shown happened after the election; it is relevant that students were working together to connect issues that Spanish-speaking communities (and some of these students themselves) are facing with the administration. This was relevant because tensions were high and the election put white privilege in the forefront as many people outside of that scope were affected.

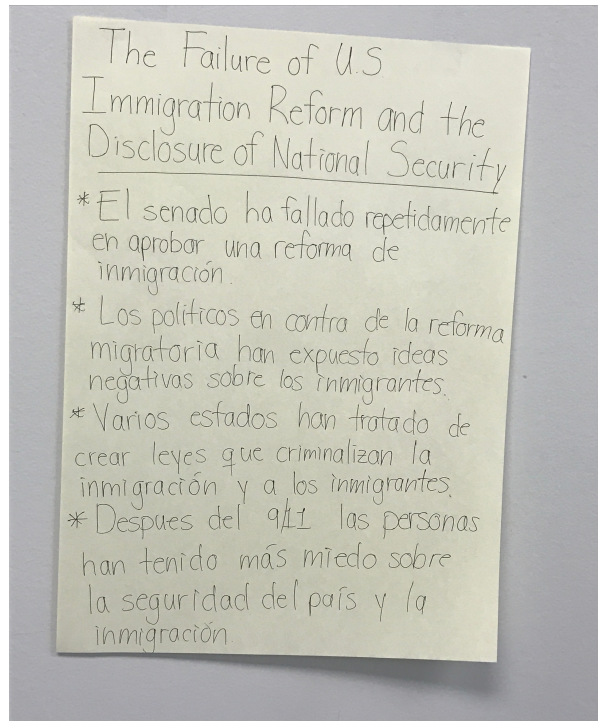


Figure 5: SPAN 232 Immigration Reform Poster

The poster reads “Immigration reform and the disclosure of national security” and the bullet point below state:

1. The Senate has repeatedly failed to approve immigration reform
2. Politicians who are against immigration reform expose negative ideas about immigrants
3. Several states have tried to create laws that criminalize immigration and immigrants
4. After 9/11, people have been most afraid about the country’s security and immigration

From these four points, students in this class were talking about concrete issues of immigration reform and the problems surrounding it from 9/11 and in the current presidential climate. This was valuable because this group assignment happened during the beginning of the Trump presidency when emotions were high about the possibility of what he would do to immigrants and Mexican immigrants specifically since they were the target of his threats and racism.

Another poster by students was on the financial crisis era:

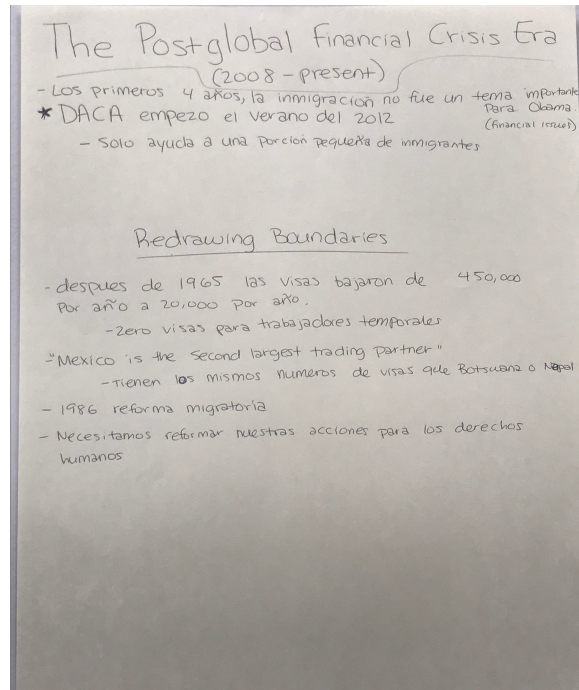


Figure 6: SPAN 232 Post global financial crisis

This caption reads "The post global financial crisis era." This poster's bullet points say:

1. The first four years, immigration was not an important theme for Obama
2. DACA began the summer of 2012
 - a. It only helped a small portion of immigrants

Redrawing boundaries

1. After 1965, visas decreased from 450,000 per year to 20,000 per year
 - a. Zero visas for temporary employees
2. Mexico is the second largest trading partner
 - a. They have the same number of visas as Botswana or Nepal
3. 1986 Immigration Reform
4. We need to reform our actions for human rights

Here, students discussed DACA and immigration under President Obama as well as the history regarding immigration reform before his time. While these pictures are a small portion of student work, students in SPAN 232 learned about the effect immigration had on not only the community they served but also on communities across the United States. This is vital because by providing students this information Anne is socializing them to recognize issues immigrants

face. A student should come out of this class aware of the community they supported and the ways in which they are affected under the new administration. SPAN 202 also had specific outcomes for students. Anne stated:

If I think about the way the course is designed, the textbook used I think my goal for the students in that course is for them to [pause] I think what comes to the forefront in that class is to understand what it means to work with people from different cultures so...how to be professional. How to approach being a professional with people who are from other cultures or countries and then I the other thing I really hope comes across to them is how to deal with information. I want you to tell me if I want to start an export business what should I export to Honduras if I want to start an import business what should I import from Honduras or this is one example you can Google stuff. What do you do with that information? That's what is important to me. I want all of them to come out thinking about I can learn about all kinds of things and what am I going to do with it.

In this course, Anne expected students would learn to understand how different Spanish speaking countries work with business. She wanted students to understand how to be a professional and deal with information. Students in this class had to understand perspectives other than their own especially because the students who enrolled in this course should value Spanish business practices beyond Spain. Take for example on November 29th when students formed groups and were asked to investigate people who Anne knew professionally used Spanish in their work and come up with professional guidelines. The first picture below is what you should do when reaching out to someone through a cold email:

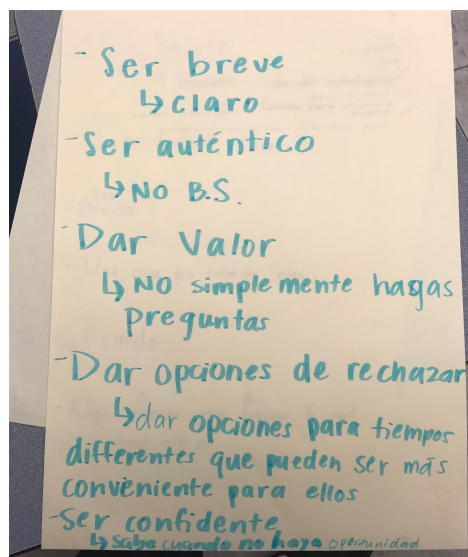


Figure 7: SPAN 202 Instructions for cold emailing someone

The translation for this was as followed:

1. Be brief
 - a. Clear
2. Be authentic
 - a. No b.s.
3. Give value
 - a. Do not simply ask questions
4. Give options to refuse
5. Give options for different times that may more convenient for them
6. Be confident
 - a. Know when there is no opportunity

While it may be simple for professionals to understand the boundaries of cold emailing people one was interested in connecting with, it was vital for Anne's students to identify this in their own experiences. Comprehending what one does when reaching out to people is something these students would be able to bring with them beyond the course. This next poster was about prepping students with the ability to ask important questions about the work that people do:

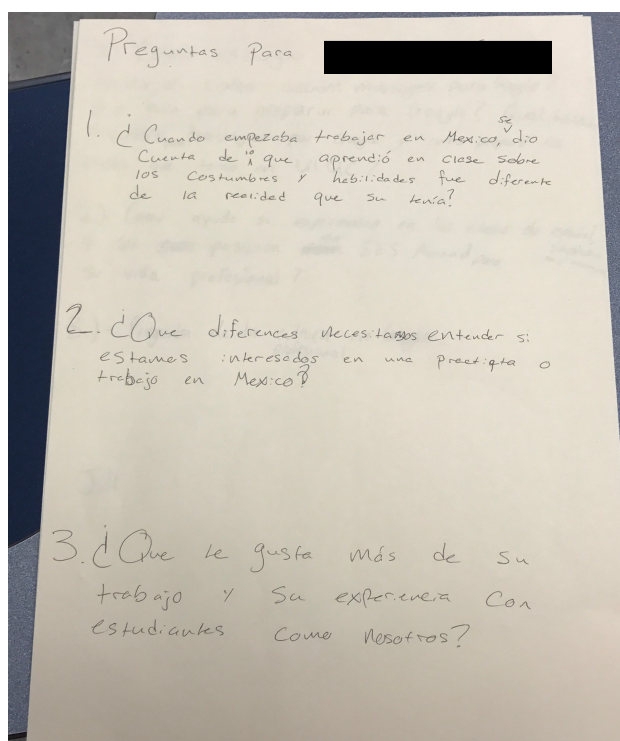


Figure 8: SPAN 202 Questions for...

The caption above reads “Questions for...” the name of the actual person was redacted and the translation was as followed:

1. When you started working in Mexico, did you realize what you learned in class about skills and abilities were different from the reality you had?
2. What differences do we need to understand if we are interested in (can't read word) or working in Mexico?
3. What do you like best about your work and experience with students like us?

Here SPAN 202 students formulated questions for the person they wanted to reach out to and it started the beginning of what an informational interview would consist of if students pursued this further. Anne was socializing students to know how to approach people online and how to ask questions should be valuable outside of this classroom no matter if students continue to use Spanish or not.

Overall, what Anne's narratives show was that there was a connection between language and career aspirations; specifically she had experiences that provided her the opportunity to see beyond her community and it put her in position to learn Spanish. Her narratives also show the inner workings of what a language program could be when there are professors at odds about what they should teach, how they should teach it, and the perception the program itself faces. While these pictures represent some of the work done in each course, to understand the inner workings of these courses, student perceptions are valued because without students, there would be no class. Moreover, these pictures do display some of the important work done in LSP classes and how it supported the varied experiences and multifaceted work outside of literary learning.

Finally, students in this study were a small representation of the larger student population of each Spanish class. The representation of diverse backgrounds like race, class, and gender as well as language offered insight to understanding the value of language and larger scheme of learning in higher education systems. Before exploring how students feel about the course and its

relationship or lack thereof to their futures, it was imperative to spend time with these students and inquire into how they have become the people they are today. Similar to the professor in this study, the beginning of their narratives positioned who they are and their connection to Spanish while the latter half connected their language course to world around them.

Chapter 5: Student perspectives

Okay might seem like I am not answering the question but this really is the essential piece of advice. Don't think about this as either or. Don't think of this, as we have to lose or give up our emphasis on critical thinking and on cultural analysis or even literary analysis vs. "now we have to teach them about careers. Now we are just sort of an applied program." Even when you do something applied such as community service learning, there is so much critical thinking that goes into that. There are so many things you have them read where you can [pause] instead of having them read about Don Quixote they are reading about immigration patterns or whatever the reading it is you're giving to them. So that is the piece of advice I would give. It is your mentality; get your head on straight. Quit having this fight between binaries that are not binaries. You do not have to lower the kinds of intellectual and academic rigor that you have in order to do applied learning or career pre-professional learning. – **Anne, on advice she would give professors who want to create courses like hers.**

This chapter is all about student participants and explores themes that relate to participants' lives, including their younger years with Spanish, how Spanish deepened their lives, why they decided to take their given course, and their racial self-awareness. It also explores their career interests, transferable skills gained, identity in the workplace, and their appreciation of LSP courses. Similar to chapter four, this chapter combines interviews one and two to create narratives that explore individual experiences of a shared phenomenon – learning in a LSP Spanish classroom.

I named students by virtues that I felt they conveyed and embodied in their interviews or in their class. Because language is complex, not every student is a “perfect” representation of how identity, modern language, and career aspirations connect. The expectation was to go into this study trying to understand similarities and differences by placing students at the center of the research and highlighting identity in their course experience and larger issues in the world. Thinking about the cases that you will see later in this chapter, if one were to pick students from each course that fit the conceptual model from chapter one the best, it would be Dan from SPAN 202, and Isabel and Garrett from SPAN 232. These students fit the connection between all three

aspects well because their stories show the strongest connection of how Spanish influenced their majors and minors in relationship to their future careers. This means that their personal lives instilled a value of Spanish that made them decide to major or minor and possibly use it in the future. However, these connections fit the greatest only because their professional trajectory is quite traditional.

As a reminder, I chose each student first based on their perceived racial background, as I wanted to center these narratives on students of color; but as I continued, I took the opportunity to interview three students Michael, Aine, and Dan because two students Isabel and Naomi told me to interview them due to their interest in Spanish. Some students were like me, in that they loved language but it might never connect to their careers (Michael and Naomi) and others saw it as a way to understand themselves (Aine, Naomi and Cecilia). As anything in life, it is possible that students' feelings about Spanish will change as they begin working and living as adults. Only students will decide how Spanish relates to their career aspirations after college.

At varying stages of each student narrative, I inserted myself in by discussing similarities or differences regarding language and career because I believe their individual experiences relate to a larger connection about how language shapes lives. At the end of all student narratives, I talk about my own experience with language and career aspirations in college to provide context to my own story. Figure 9, below shows the results regarding what kind of career connection students had to Spanish. There are four choices: primary, secondary, undecided and no connection. While the latter is clear, the former is the idea that language use is important in the areas of speaking, reading, listening, and writing (primary) and language use and culture is impressive but not needed (secondary; see chapter 2 for more information).

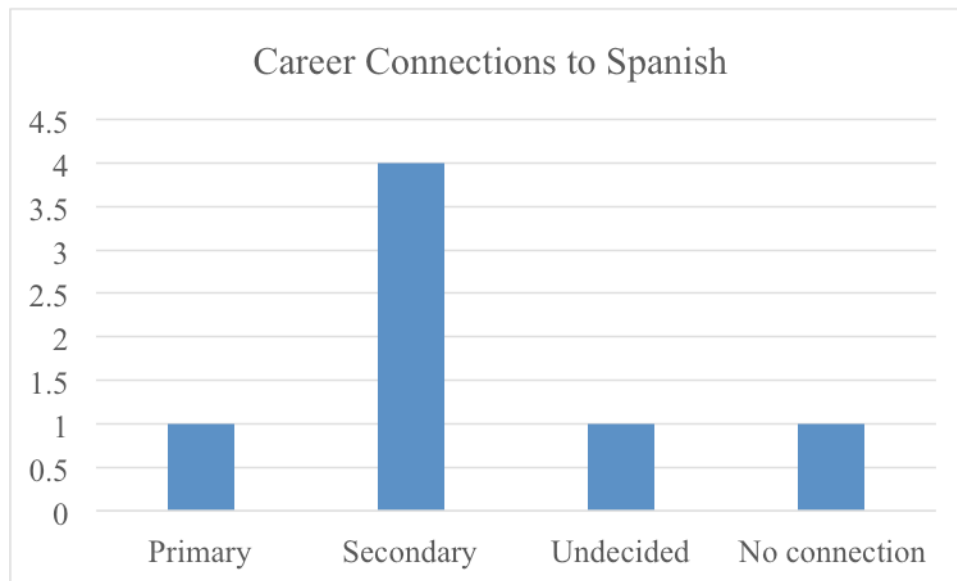


Figure 9: Career Connections to Spanish

What this looked like for each student is as follows in Table 7:

Table 7: Participant Assertions

Participant	Assertion
Garrett	Spanish is complicated and intertwines with race and class and he enjoys learning Spanish so he can make a difference in language education
Michael	Spanish is personal and he does not find it relevant to his professional life However, this class allowed him to see a different way to teach Spanish and it made him reflect on diversity issues
Dan	Spanish opened up opportunities such as study abroad that he never would have experienced without his introduction to the language
Aine	Spanish provides the ability to continue learning about social justice issues and well as provide professional soft skills that other engineers will not have
Naomi	Spanish helps her stay close to family and it validates that she understands academic Spanish to employers
Isabel	Spanish relates to her family but it also benefits her professionally because she can reach students as a teacher in the way she wanted to be reached
Cecilia	Spanish connects her to family and because she does not look “Mexican” it is a way to affirm who she is to the outside world

When reading these narratives, the hope is that one will see how these individual stories show a connection to personal and career aspirations as well as how language learning is intertwined with identity. These cases are presented in the best way I believed the stories would flow. By starting with Garrett, I opened the narratives with a case that I believe shows a deep

connection between race, class, gender, and language learning personally and professionally. Using Michael as the next narrative showed the opposite of this personal and professional connection, with him only valuing his personal interest, but he brought up language learning as a way for white students learning about something other than "American culture." From there, I wanted to show the biggest case of privilege, which was Dan (who is a white male), but also provide a counter to what a student like Michael believes (i.e., someone who for all intents and purposes is learning about something other than "American culture"). I continue this with Aine and use her as a bridge to connect gender issues to Naomi and Isabel. Naomi and Isabel displayed an interconnected relationship to family, culture, and language. I finished with Cecilia, who shared the family, culture, and language connection, but felt that she had higher stakes to learning Spanish because of her invisible Mexican features. Beyond these connections, this data shows that there is a relationship between identity, modern language, and (possible) career aspirations. While each person in this study had a different identity, experience with Spanish, and career aspiration, what they all shared was a value in Spanish that transcended language acquisition.

Garrett the Virtuoso

Garrett was a freshman enrolled in SPAN 232. He identified as a Black man (although he is biracial Black and white) who grew up lower middle class in the cities of Markham and Alsip. His major is Spanish and minor is linguistics and he wants to teach high school Spanish in his community, which made his language connection primary.

Confusion is a strong motivator for language interest especially for someone who lives in a community with speakers of other languages. Confusion began Garrett's interest in Spanish because he had no idea what people were saying around him. We started his story discussing the value of Spanish:

I would have to say some time around 7th grade or so. I am going to lean? more towards 8th grade but so in 7th grade is when I first started to get it. Um a lot of my friends...it was um a very small population compared to high school. But 30% of the school was Hispanic and I felt awkward I know that few of the students and the Spanish teacher would talk to each other and things like that and they would be speaking and you would just be sitting there like "what are they saying?" I...I just want to know. I was not one of those people like "I think you're talking about me." I was just curious. I didn't want to be out of the loop and stuff like that, and I know a lot of my friends speak it and I used to be like "I know the numbers WOOO!"

Garrett humorously said he felt awkward not knowing what his peers and teacher were saying, so it pushed him to decide to learn Spanish. The relationship he has with Spanish is clear when Garrett reflected on its importance in his life. He felt as though Spanish provided experiences he would have never been able to see before so the perspective language could provide a student is significant in emphasizing cultural knowledge and empathy for others. Garrett said:

You know growing up as a Black American you only come from the Black perspective of how things are and how things will be and we see our injustices, our rights, or things that we've done good or done to us or things like that. We see it from our perspective. Learning a language has opened a door to be able to see things from another person's perspective. Just for example, we talked about today basically the Spanish American war. How that is labeled in America as that the Spanish American war. On the flipside, either Mexicans or people of Hispanic descent it is labeled as disaster of 1898 because basically America stole the land from them and said "oh this is ours thank you" so they steal from them and fight them for it and of course they win. If you only come from an English speakers' perspective you wouldn't be aware of such a thing can be viewed.

The discussion about learning may come in the form of a white majority perspective when examining language experiences. With whiteness sometimes considered the "absence" of culture, learning about and engaging in cultural exchange seems to only add to Garrett's life. As a result, learning from students like Garrett can show culture, history, and issues through the lens of Blackness.

While there are shared racial, gender, and class issues marginalized people face, there are differences and perspectives that Spanish speakers deal with and it is different for each ethnic group. What is important to point out is that countries like the U.S. indoctrinate people through

school with textbooks about the Spanish American War and Texas history, the immigrant “workers” controversy regarding enslaved Africans (Collier, 2015), or through the media where widespread views of people of color are discussed through a lens of American “morals.” It is clear that Garrett would not have this perspective or at least the same one if he did not decide to pursue Spanish as a part of his personal and professional life. As a result, Spanish continued to influence Garrett because he decided to study it in college. Part of this continued interest happened through native speakers in his community who supported his transition to college.

When asked about this he said:

I come from Blue Island and I went there for high school and it is mostly native Spanish speakers; there are people from Guatemala, Mexico, Central America, South America. There's Peruvians at the school. There is a big Latin population. Learning Spanish in that kind of environment...yeah there is the Spanish that we learn in school, it is very technical, very rigid, very formal kind of Spain Spanish. But then there is the actual Spanish that is used in societies so that has pushed me to want to learn more and immerse myself more. I have gone to houses to talk to their parents in their own native languages.

This desire worked well for Garrett, as he was one of the few non-native speakers in class.

Garrett spoke well enough to my untrained ears that I noticed he had extensive experience learning Spanish, which is not something I see regularly. As a Black man, it was not lost on him that Spanish provided him personal growth but it also provided professional growth. He stated:

As a student of color, it just bumps up my resume as a human being as a person as a worker as someone who wants to go into the workforce just anything of that nature. It just puts me ahead of so many other people to be like "I am bilingual. I have these kinds of skills" (draws you to Spanish) Now, more than anything my experience with it. I am more comfortable with it of course but the family, not family, the friends I've grown in high school with their family...just the experience I had speaking it, teaching it, um it's just become more or less second nature with me in my life so that is why I am more or less drawn to it. Also, the accessibility of it I want to say Hispanic neighborhood having practice is just talking to your neighbor someone next to you. You know it is being taught at the school, you can learn it at any time you want to as long as you are willing to go forward with that effort and conversation.

Being around Spanish promoted his awareness and it made him a better human being and a worker according to Garrett. He fully realized his bilingual ability and the friends he had made because of Spanish.

Because he lived in a community with Spanish speakers, he was able to learn everywhere and made the effort to learn and talk to people around him. This naturally influenced his major and minor and ultimately his desire to become a high school Spanish teacher. When asked about his first experience with Spanish in relation to his career aspirations, he offered this answer:

It would have to be when I was first learning Spanish. Um I was helping out and tutoring some of the people in class because they didn't get too much. So one of the implications was that "oh okay I could do this actual teaching;" and in high school, I was in Spanish 2 and there were a lot of older classmen there trying to get it out of the way that was why they were in there. But I helped tutor them a lot more and it was just like something I could do and I like actually teaching and helping especially with Spanish. So, I felt as though it felt like a viable career option.

With high school teaching a viable option for Garrett, we moved on to what transferable skills he believed he gained from the course and Spanish. With him enrolled in SPAN 232, he volunteered to support a dual language school. The skills most important to his future were:

I would say interpersonal and speaking skills. Being able to interact with an actual native speaker or anyone in the community in general. Being able to present yourself as a respectable young person and being able to help out children...speaking skills just breaking the barrier of fear or anything that would hold you back from being able to become the best speaker you can be in a native context. I think that is more or less going along with classroom management and behavioral issues or how to actually handle children in the classroom. They are not things you are learning, they are actual people so it's good to get those hands on kind of skills that way you know how to treat certain situations and interact with children because at the end of the day they are still kids.

The experience Garrett received through this course could have been different without the work of Anne. She built those partnerships for students, and better speaking skills and classroom management are things that he will take into his classroom as a high school teacher. Next, we turned to whether he felt as if his race, class, or gender would affect his career in the future. His

answer was not surprising when he said, “Yes, given the nature of this country’s relationship with Black people.” Therefore, his answer illuminated its connection with race and language.

Garrett said:

Everyday all day. I used to think about when I just basically learning the language. Being an African American, I just notice that it is not something that we normally do pick up so I already have this kind of social stigma especially in my school. I was the only black person in our AP Spanish courses and it was a little intimidating to look around and no one like of looks like me. Maybe I don't belong here, maybe my accent isn't as good, my skills aren't as great. I didn't grow up learning the language like everyone else did and it wasn't something that was ingrained in my culture really it is something that I picked up so I am going to roll with it. It is a breath of fresh air to me to see a non-native speaker is a professor of the classroom and is the most knowledgeable person here. I don't know about gender and how that would come up in the future but race and class are definitely and language experience will definitely be a big one. Being an African American applying for a teacher position probably would draw some heads. It won't be the first and it won't be the last but it is still something that is uncommon so I know they may be a lot more skeptical than if a Latino person was applying for the position.

Therefore, there is a stigma to learning a language for him but it is not a stigma for him as much as it is for people around him because they do not see someone like Garrett as the “face” of Spanish because he is a Black student.

However, he has determination. What kept his spirit up was Anne’s knowledge and presence. That said he recognized that he had to work harder than other people do when he enters his field:

Of course, being Black in general, you have to work harder than the average person just to become recognized or be mediocre in your field. Being in a field where not many African Americans are it is just that much harder you just got to prove yourself because everyone else will have this stigma about you "oh I don't know why he's here. What does he think he is doing? I don't know what he thinks he's doing. I don't know why thinks he can do this. This isn't his field..." I get "oh are you Dominican or Cuban?" I get that a lot too. If they first hear me speak Spanish they automatically think I am Dominican or Cuban or something like that. No I am just Black.

Besides being Black in the U.S., there are those who believe he is not “regular” Black, meaning because of his knowledge of Spanish, he is different from Black Americans in the country; he is

more elite and without the emotional baggage of blackness. While this happened often to Garrett, he made the best of it. As a result, he did not feel awkward using Spanish and, he “played” around with it:

I don't think I would feel awkward. I don't feel awkward speaking it now. I think um it's awkward for other people you know for them to get over you know "oh you don't look like a native speaker" but me personally...I'll probably have years, and years, and years under my belt using the language and having it with me I definitely don't feel awkward now. (I would just use that to my advantage) to just mess with people. I have definitely caught a few people. There is [pause] the actual term for a darker person in Spanish is Moreno, which means dark hair and dark eyes which can mean anyone but it is usually what they will use for us. But I have heard intonation can be heard in any language. He (the guy Garrett was listening to) was talking to somebody on our tennis team and he said this one girl was dating somebody and I was like I don't want to be in their conversation. And he said yeah it was a Moreno. And I was like excuse me? What's wrong with that? And he was like “Wait wait, I forgot you knew Spanish.” Yeah I do. Calm all that down around me.

From this story, Garrett used Spanish to his advantage. Even though he was not the “typical” learner of Spanish, he used it for his gain, and he embraced Spanish as a part of his life. To wrap up his narrative we turned to his views on SPAN 232 non-traditional learning vs. traditional learning and he said:

I love it. It adds on more on what you actually know. You know I get testing and standardized testing, you know, those things are built to function a certain way, they are structured a certain way and if you don't answer inside the lines of what they configure is what it is supposed to be things of that nature then you fail. But with this kind of thing it's participation, it's speaking, it's community work, it's things you can do to demonstrate your skills and your way of doing something. This untraditional sense it really adds to a more personalized learning and makes it more comfortable than a conventional conjugate these words, do them in order, have the accents correct, do this do that, this rigid format, which you know doesn't breed creativity. Doesn't breed personal ownership of the language. I like it...this classroom definitely presents it as a basic skill set that you can be able to use and it just adds that added practice that you wouldn't get in other places. I think it helps.

Overall, his perception of the course was that its requirements – participation, speaking, and community work--positioned itself as valuable in a way that traditional Spanish courses could not provide him; therefore, the course was successful for Garrett. Garrett’s experience learning a

language while Black was similar to my own. I too dealt with issues surrounding race and class because I entered rooms where I did not look like my peers or the instructor. As much as Garrett was an insider for understanding Spanish so well, in some ways he was still an outsider because of his looks. Yes, there are Black people who speak Spanish; however, with anti-blackness in Spanish speaking communities (Flores, 2017) and media visibility of what a typical “Spanish speaker” looks like, it was difficult for Garrett (and presumably other Black students) to fit in, which may extend to his career experience as well.

Michael the Ambivalent

Michael was a junior enrolled in SPAN 232. He identified as an Indian man who grew up middle class in Skokie. His major is computer engineering and minor is Spanish with the hope that he will work with an innovative company like Tesla or Space X. From his narrative, his decision to major in Spanish has no connection to his career.

Michael was different from all students in this study because did not see a connection between Spanish and his future career and as a result, he did not make those connections. His choice to minor in Spanish related to his desire to travel abroad to Spain. This lack of connection was possibly because he was a native speaker of Malayalam (a Southern Indian language) so he already had a connection to an additional language, which was different from Garrett, Aine, and Dan. When asking about the value Spanish had in his life, he chose to spend time discussing his experience learning Spanish before college. Michael stated:

Um so learning the language. When they teach the language they also teach culture along with the language and there are different dialects around or different words from different parts of the world of the Spanish speaking world um so you learn a bit about other cultures and the way that they do things a little bit differently. They don't go pretty deep or anything like that so you just get an idea that there are other people in the world that do different things. I'm Indian so it didn't really affect me that much because I grew up in the middle of Indian culture and American culture so for white people I imagine like it shows them something other than American culture, which they really don't get much exposure to.

This statement was valuable because he showed that learning Spanish for him was different. His hesitation and deflection when answering this question clued me in to how different he viewed Spanish. Yet, Michael did recognize the value of culture and how learning about culture was something white people gained. More importantly, he stated that he is Indian so learning culture through language did not affect him the way it would for white people (specifically those who are non-native speakers of a language) because he already had a certain lens as an Indian American. This was interesting because Garrett is not white but he was taking in culture in ways Michael viewed white people do. What I mean by this is that while Garrett has “Black culture,” sometimes it is seen as the absence of culture because there is not a language that provides that connection (and one cannot assume that African American English is a part of his life). Therefore, language and culture may have a deeper connection than one assumes.

According to Michael, what it meant to learn a third language was different from students learning their second language or their native language. Therefore, Michael’s connection to Spanish was not same as Garrett (Dan and Aine) nor was it similar to the native speakers of this study. This was not to say he did not see value in Spanish; he said that Spanish did not have an effect on him career wise but he did not realize the connection it had for others (Latino students) until he entered a dual language classroom he volunteered with during the semester. Michael stated:

Um so, Spanish didn't really have an effect on me until recently. Right now, I am volunteering at [name] Elementary school so I am working with kids who are more comfortable speaking Spanish than English so a lot of these kids...so half speak English natively and the other half speak Spanish natively or at home rather. So some of the kids are more comfortable speaking Spanish and that is something that I never seen before at that age right? Because um usually in school they would pull out or in my school at least and everything would be taught in English and then they would pull the kid out teach them ESL and put them back in and then do that again and again and again until they have a grasp of English and then they're done. Uh whereas this, they are teaching the class in Spanish for the most part and it's just really interesting to see the impact that

Spanish has on this community in general because there is a lot of Latino kids here. And I didn't know how many Latino kids there were here because there's a huge population. It's just white and Latino kids are all that class is um so they kind of say they are diverse but it is not really that diverse.

Thus, while Michael did not like learning Spanish before college (he minored in Spanish for travel but also because his cousins learned Spanish before him.), this class opened his eyes to students being comfortable with Spanish through experiencing the opposite of the “pull-out” English as a second language class.

His experience in that classroom showed that there was an underrepresented population that exists outside his campus, one you would not see on campus as visibly because of enrollment numbers. The issue of diversity was emphasized even more when he realized that his dual language classroom was all Latino and white students and because these programs attract white families (Palmer, 2010); it was less likely for other races to enroll with some of the reasons being location and unmet needs of quality education. Because of this, he did not find those classrooms as diverse as he expected since he was from Skokie, a community that in his own words was diverse. However, Michael’s experience with the Latino community would not have happened the way it did without enrolling in the course. So, this was where the question went next.

Here is what Michael had to say when asked why he enrolled in this course:

So a lot of people learn Spanish in high school. But it was pretty much me and school. I just wanted to be able to speak Spanish in an actual setting where people want to speak Spanish. Spanish classes I've taken before this...people just kind of take it to get a Spanish minor or something like that and so people are just kind of taking class and really don't want to speak Spanish and everyone is just like (in a monotone voice) "Como estas." It was just like some people spoke very well like Isabel was in my last class and she speaks very well. So being able to speak Spanish with native Spanish speakers and like people who actually like put effort into Spanish. I also want to study abroad next semester.

Here lies his interest in the course; Michael was looking for people who actively wanted to speak Spanish with each other. It did not hurt that he planned to study abroad spring semester, so this course provided more speaking opportunities to strengthen his language ability.

Moving on to racial self-awareness, the issues regarding a lack of diversity came up again. This was interesting because Michael views the university as a place lacking true diversity. He says:

One more note, I am from Skokie, which is a pretty diverse community in general so we have one of the most diverse communities in the United States. So coming here is not much of an immersion, so international students may be the new diversity that I've experienced since I came to college [pause] like um experiencing different cultures was quite normal in Skokie.

The international community may be the only diversity he saw but again, diversity was normal for his experience and it seems he expected more. During the 2nd part of the interview, it became apparent that Spanish did not fit with his professional life, but it was still important to know if SPAN 232 provided anything other than a connection to his personal life. The short answer is no! We started the interview discussing Michael's interest in his career, he states:

Um I'm a computer engineer. So I have been programming for a long time. My freshman year of high school I was taking an AP computer science I was doing pretty good in class so the teacher came and said right now student government uses paper ballots for everything so he had me design a system where they could vote online. I ran that for my 4 years in high school. It started before that. It started around 8th grade. So my cousin's cousin he is a programmer so I was already interested in computers but I hadn't done any programming so he taught me a programming language called C. Which is a pretty old language but it is used pretty widely today because it is fast. So that is when I started.

He learned computer programming early in his life, got a huge head start in the field, and has a deal of experience for someone his age in college. But this did not get at what he gained from SPAN 232 so when discussing what he believed were transferable skills from the course and Spanish, he stated:

If anything, it is the understanding of another culture. That's transferable, the Spanish itself, maybe not as much. That is definitely applicable because dealing with people in general learning how to listen to people, respond and take care of things.

For Michael, culture was transferable but not the language itself. It may be surprising that Michael was separating language from culture, but growing up and using his native language sparingly may make someone like him separate culture from language. When discussing his feelings on race, class, and gender in his career field, he let it be known that it was not much of a problem for him because of his race and gender. Michael said this about how race, class, and gender might affect him in the future:

In my career area, there are a lot of Indian guys so not too concerned; if I was a woman or if I was African American I might have some concerns; like I blend in pretty well. I guess class-wise my parents came from like I grew up middle class but my parents are from India there is a lot of poverty there so I am understanding of a little bit about what it is like to not to have anything second hand. So I think a lot people don't have that especially in Silicon Valley.

It is true that there are many Indian men in tech in the U.S. and it is interesting that Michael was aware of STEM related issues that women or Black people (men and women) face. It is not that he would be unable to understand them, but since tech was not a problem for him, it was easy to take the easy path of ignoring his privilege with the workplace.

For Michael, class may have been more salient in his life since he was aware of the life his parents lived before he was born. However, he was sure that he was not going to need to work harder than anyone else in the field does because he was confident in his abilities. He states:

No. I generally work harder than other people. I don't feel like I have to, I want to so it just works out for me.

Throughout this interview, Michael displayed quite a bit of dry humor and mixed confidence and diffidence about his abilities as a future engineer. He felt that he did not have to work harder

because there were many other Indians and Indian Americans working in tech. However, given the overwhelming number of white men running Silicon Valley in senior leadership roles, not just working in lower role like Asians are (Nisen, 2014), I wonder if his view will stay the same throughout his life. However, what was clear was Michael's view on non-traditional learning vs. traditional learning, he stated:

So the ones I had in high school I didn't like because the people were just like they were my friends. Inside the class they were boring. They just didn't talk at all. Spanish 204 I didn't like because it was rote grammar [pause] grammar. Spanish 208 I loved because it was talking all day. I like that it is not just testing me constantly. I like the more informal format where we just talk. All the social justice stuff she talks about.

His previous experiences of Spanish in high school were less than stellar. In college, Spanish 204 was nothing but grammar but Spanish 208, oral Spanish, was something he enjoyed so this class provided positive feelings.

Michael's narrative demonstrated that Spanish might be important for personal, not professional reasons although how that changes overtime would depend on the experiences he has in the future. Revisiting the comment he made earlier about white people gaining something extra from Spanish beyond "American culture" was intriguing. It seemed that he drew a line between learning a language as a person of color (specifically one with knowledge of another language and culture) and white students who are merely "adding" a component to their lives. From the narratives of (Dan and Aine) below, it seems that they could be seen as students who "added" something because of their privilege but it is more complicated than that. What Michael and I have in common was how language factors into our lives as we see it now. I once felt that my language would be a part of my career, but I can say with confidence, that at this point in my life, it is secondary. For Michael, there was nothing wrong with his choice to see

Spanish only as a part of his personal life but it was definitely a mystery as to whether it would extend far beyond his personal life and into his career in the future.

Dan the Dreamer

Dan was a senior (through credits) who enrolled in SPAN 202. He identified as white and grew up in a middle-class home in Paxton. He majored in international business & marketing and minored in Spanish with the hope to work for an international brand representative for a car company and his connection with Spanish was undecided because he determined that it would depend on whether or not he was in a role where it was needed.

When starting this study, it was not apparent what data would come out of this interview since the study initially was centered on students of color. Interviewing Dan, played into my fear that if I included a white male student, he would become the face of this research or the “typical” language student. If Garrett felt that he was not “typical” because of his blackness, then interviewing Dan (and Aine) would take away from the kinds of stories that needed to be told. However, this interview with Dan was one of the greatest of the bunch because his story mirrored my own in many ways. This interview also made me value exploring into stories of white students to see how they converge and diverge with students of color. The beginning of his story was similar to many of the native students, because he learned it early. So, discussing his younger years of Spanish, he said:

Um well, I did start learning Spanish in the beginning of daycare um also my mom she knows quite a bit of it; she took a few university level classes here. But my daycare lady actually went through the days of the week in Spanish and we did little things in Spanish just because it was a nice learning exercise and that was when I first realized "oh it's kind of cool they have all these different words for the same thing." It was a very childish connection but when I realized it was useful was during high school like I said there were opportunities to combine business, which I love and Spanish which I really like learning about.

His experience in the beginning was “childish” and it would be, since he started in daycare. His deeper connection to Spanish and business started in high school and blossomed together being

two equal parts of his life. This experience changed his view of Spanish and how it fit in his life moving forward. Similar to the other non-native Spanish speakers, Dan found a connection to Spanish, as he was older and processed its usefulness. He found that Spanish enriched his life and this was significant because it supported who he wanted to be, as a worldly person. When asking Dan specifically how Spanish does this he said:

I mean speaking personally, learning Spanish has changed what I wanted to be. It changed how I wanted to live for the rest of my life; you know it is one of these things where you don't know until you actually do it and that's very important because you at least have to just do it. You have to try it because if you never do you will never know and may be missing out on this incredible opportunity that you have no clue exists and your life could be so much better for it. I like using Spanish as a method of doing business with international business and that has definitely changed my life--that's my major life that is going to define me. It's kind of scary to say define what I am going to be doing for essentially the rest of my life so. There are options to change and everything of course, but for the immediate future, there is this one path right now and there's so many opportunities within that path but it's like I've chosen it and Spanish trust me I am so happy. And Spanish has definitely helped me with that.

Spanish opened his horizons to take initiative and it helped him embrace new opportunities that could change his life. Because of this, he wanted to work for an international business with Spanish being a focal point, and the course helped him develop that interest. Dan's comment shows how being exposed to a language early on could provide an opportunity to broaden horizons outside of one's cultural bubble. SPAN 202 fits with his career trajectory because of its relation to his major and minor and it explained what this course meant to him. Dan said that he decided to take his course for a few reasons:

So for international business it is one of the elective courses under the [pause] so they have a bunch of [pause] there is really like two categories of that you pick from. One from each, one is a structural kind of like political organizational aspect of international things and then there is Spanish 202 where it is more cultural and then you pick one from each. So I took a political science class last semester and there is about 30 classes in each of them so additionally in terms of Spanish, German, Italian, French like all these other language courses for business you could take so I just took this one because I was already getting a Spanish minor.

Not only was this course what he wanted to take among the choices offered to him, this course was servicing him more so than other courses are because it related to his future career.

We moved on to his why he decided to learn Spanish and this brought out his racial awareness as well as class issues. It was at this point of the interview where I began to realize how important it was to research diverse experiences because his experience was similar to my own. When asking about why Dan learned Spanish he said:

Mostly because [pause] it's weird but I kind of want to break the idea because I am from a rural town because I am from such a small typical white America I wanted to be able to say no I am not that stereotype I am not that insanely closed minded one path kind of thing. I wanted to be able to show that I do have all these options, I do have all these opportunities that maybe like would be scary or adventurous that other people would not try just because or that if I didn't try it would be considered stereotypical perspective.

His story of coming from a rural town and “typical” white America and attempting to break the rural white stereotype of being “uneducated” is something rural students probably deal with on a large campus. Dan decided not to be a white rural American stereotype (based on his own admission) and take advantage of opportunities afforded to him such as studying abroad.

Although I do not come from a rural community, Dan’s story relates to my own. Coming from an urban city and wanting to explore the world was what inspired me to go to college. As a result, exploring his relationship with Spanish and career aspirations displayed how these aspects interconnect personally and professionally. Spanish was a catalyst and business and money holds a special place for him as well because it:

It's not really a story it's more of my upbringing being from such a small town not really having that experience from being culturally diverse or even like we never had money lying around to go "oh let's go to Europe." That was never a part of my upbringing so ...that's why I chose international business. In my freshman year of high school...I took intro business and I thought “wow all these things are connected or look at this trade.” One of the first projects we did in the intro to business class was a country profile and we had to research a country and why; what businesses are there, what industries and how does it compete on the world stage. It wasn't even my kind of project but I realized “oh wow this is so cool there are all these different kinds of places and people around the

world.” It was more just sitting and watching all of the other groups as well because...I didn't give it a thought. You don't think about Paraguay. Who thinks about Paraguay on a daily basis except when you presented information about Paraguay? Then I saw all these different things and realized like all of these companies do business. I could do that.

The beauty of this data showed that he made a connection to how Spanish and business connect to each other.

What furthered his interest was high school where he saw how language connects to the business world as explained in the data above. Because of this, his transition to SPAN 202 supported transformative learning and provided transferable skills. Most notably, these transferable skills were:

Being able to learn your audience. To know your audience, to be able to understand their point of view, and why do they care. I have taken a couple of marketing classes here and it's fun to see that kind of cross class kind of connections...being able to apply a culture like the Spanish culture to marketing [pause] like in my marketing class we talk about how to do that and this is like we are actually applying the knowledge.

Because of this course, Dan had the opportunity to apply knowledge he learned in his major business courses to SPAN 202. He felt because of this course that he was able to understand many points of view, why Spanish and business matters, and how to apply culture to business. His narrative in some ways was perfect for this study because his early life influenced his experiences, major/minor, and his career aspirations. What came next was how he viewed identity in the U.S. Dan stated:

Starting in high school with the Spanish class and everything and realizing that the United States is so diverse. All of these people here and the world in general all of these different cultures, people, languages, whatever um it fueled my interest to actually learn language because I felt if I don't it is really a huge disadvantage to myself because I am not willing to learn something new and foreign to myself. Literally foreign to myself. And that is closing the door of not being able to connect to an entire population. Just the diversity in the United States, you will encounter people of different backgrounds than yourself and using your experience with a language like Spanish to connect with them...if you didn't have that, there wouldn't be that same understanding of cultural identity. You have to understand that these people are different than yourself and come from different beliefs or view of the world perspective. And using that in the workplace

being able...cohesively for a specific profession. I'm very aware of the privileges that I have been afforded as a white male.

Learning Spanish for Dan opened doors for him and gave him an advantage, a way to make something that he found foreign familiar to his life. Essentially, this course and Spanish was related to his personal and professional development. He understood his privilege, but because he was working against stereotypes of his upbringing, his experiences informed who he was and what he wanted to become. Because of this, it was necessary to ask whether this course format helped him in anyway; here is what he said:

I really like it. The participatory aspect of it definitely gives me more of the real world sense of the language. Instead of looking at a textbook that is more typical this is giving me actual putting post on a Facebook page at this university and that is real world and other classes is just do this for yourself. It's only for you literally nothing else but you and the grade and this I am getting it for me in the sense that I am getting the grade but I can also help all these other people with issues that I find relevant. This is more of the application of the language other languages; are I don't want to say cut and dry, but it is more typical, and this is more real world. I love it.

His experience in the class was great and this was due to the way the course placed emphasis on participation, which furthered how he felt Spanish is used in the real world. Relevance meant something to students especially those who were interested in connecting it to their career.

Despite the obvious racial, gender, and community differences, Dan and I were quite similar. He grew up in a rural community and I grew up in an urban community but we both desired a life understanding people and the world around us. The way he spoke about language and the impact it had on his life showed how much it meant to him. He related to the other students in this study specifically the non-native speaking students because despite his race, he had a connection to Spanish; like Garrett and Aine, he found that Spanish was providing him the opportunity to use it in his personal and professional life. Overall, this shows that even in the differences, there were similarities to language learning, such as transformative experiences.

Aine the Progressive

Aine was a sophomore who enrolled in SPAN 232. She identified as a white woman who grew up middle class in Oak Lawn. She majored in nuclear, plasma, radiological engineering and later switched to her current major, systems engineering and design with a concentration in acoustical engineering. Her minor is international engineering & Spanish and her connection to Spanish is secondary.

Aine was the second and last engineering student of the study (with Michael being the first). Aine was grateful for the cultural experiences she had before college because she recognized a great deal about her privilege as well as issues in the workforce as a woman. We began discussing when she learned when Spanish was valuable and it happened to be from a trip with her family:

There was one trip coming back from Ireland with my family and we had a layover and it was in Madrid and it was very peculiar because Madrid is very far east than the United States, why our airline decided to do that I don't know. But my family went and we were only there for 18 hours it was like an overnight layover and it was on New Years Eve so we decided to go into the city. My father asked the concierge how to get to the train and he explained it in English and it was fine and we had a map and it was dark but at one point we were a little lost so we decided to go up to some other guy and ask how do I get to the train station. And the man understood what we said in English but only could respond in Spanish so he was responding to my dad and he was nodding along pretending he understood...I was kind of new at Spanish but we had just finished the directions unit, so for some reason, I understood everything that guy was saying. And we were going and my father decided to turn left somewhere and I said "no the man said turn right." and he said "you don't actually know Spanish and we are going to turn left here" [pause]. He didn't listen to me and we ended up getting lost for 45 minutes in one big loop and we eventually made it but it was the first time like it was very beneficial thing to know two languages and it is relevant in my life.

Aine's humorous experience in Madrid with her family was what gave her the ability to see how Spanish was used with real people. Her father's insistence on nodding and following along with directions when he did not understand is normal. However, because Aine learned directions earlier she understood what she needed, which helped her see the benefits and relevance of language.

Like Garrett and Dan, Aine thought about language from a traditional perspective on modern language education. Aine viewed learning Spanish as a way to make her and other people like her global citizens. She stated:

I think that specifically with identity it takes you from the idea that you are a citizen of the United States and to the mentality that I am a global citizen and I think it helps promote collaboration between different cultures and different countries and people with different ideals than yourself. Perspective teaches you respect [pause] especially in the United States where they're like "oh you need to learn English. If you don't learn English you are dumb." I don't think that is the case and by having every person experience learning a different language it helps them gain respect for other cultures and countries.

Learning Spanish provided multiple perspectives and developed a global citizen who understood the difficulty of learning other languages as well as respect for people who have trouble learning English. Aine aligned with the narrative that early language learning was powerful and it made sense why she gravitated to Spanish. But when it came time for Aine to enroll in SPAN 232, something more drew her to the course. When asking her more about the decision to take the course she said:

I think because it was social justice oriented. When I worked with the non-for-profit in downtown Chicago all of that was focusing on how to help minorities in the community and how to create a better world internationally because a lot of that was focusing on how art and music impacts people. Um I was just always a person focused on micro-aggressions within different groups on campus and like in the community. And when I heard about this class, I was just like it really aligns with what I stand for as a person and um I think it would be interesting to finally get an actual application to the Spanish that I've learned in school. Because I have only been taking classes, I've never actually gone out and applied it.

Before Aine stepped foot onto this campus, she did work with global learning through music when she was younger. Her enrollment in SPAN 232 was because it was social justice oriented and she wanted the ability to apply her Spanish outside of the classroom. This was important because when asking about race and language she understood her privilege; she said:

I think being born as a white woman that I have been granted a lot of privilege, and I think that it is important for me to understand other cultures in order to counteract that.

But I don't know, I think that I have been very grateful for the things that I have gotten for my position. But I think that it is important for me to use what I have to help other people to get to the same level as me and I think that one way of doing that is through learning Spanish.

Similar to Dan, she understood her whiteness as well as the gender issues she will deal with that Michael brought up about women in STEM. Aine had intersecting identities as a white woman and she discussed gender issues later that come up with the other women in this study, but before that, we talked about her interest in her career, she said:

...So I think that [pause] well I have always been interested in music before coming here to college...I was involved with music in some capacity with my church choir before that...I think that music and sound is very impactful on an individual level. I developed a lot of soft skills for being in that organization like a strong work ethic and being able to communicate with people. But I definitely felt like my specific technical experience from learning how to read music and learning how to emote through a different artistic outlook has been proven to be very beneficial to my life. One part of that I was really drawn to was uh I was intrigued as to why I held such a physical impact from sound waves because essentially sound is just a wave propagating through space and sound is depended on matter around and why there is such a psychological physical impact on people due to a sound wave.

Aine had experience with technical work, but her experience with music and soft skills made her change her major from one engineering field to another that suited her values. Make no mistake, she was interested in technical learning, but she also valued consumers so her new major combined both.

Because she was a woman in a male dominated field, changing majors to an area perceived as less technical was a “problem” because it could reinforce stereotypes of women in the sciences (Reuben, Sapienza, & Zingales, 2014) and impaire the work women could accomplish in scientific roles. Because of this, throughout our discussion she emphasized quite a bit about her technical prowess to emphasize that she did find engineering valuable. Then we moved on to the transferable skills the course provided she said:

I think that I am gaining a lot of soft skills that I would not necessarily gain in my technical courses like right now I am in hard physics courses. I am learning all the technical things I would need to construct a phone in the future but I won't necessarily know how to describe that to a marketer. How an individual working in the advertisement of a particular company how like everything they need to know about the product and why it is beneficial to the consumer. So I think that by working in this class and trying to understand the needs of the community around me I am able to first better able to do my technical job because I am able to make them a better product but in addition to that I can explain why a product is beneficial to those who need to sell it and convince the community that this is something they should have... So accessing data and sorting through things very quickly that it helps me [pause] it is allowing me to take all of those technical skills I'm developing and apply it in a completely different way than I ever had in class.

Aine gained soft skills she would not gain otherwise. She gained the ability to understand the needs of the community and could make a better product for the company she works for in the future. Because of this, SPAN 232 allowed her to combine her value of language, social justice, and serving the community. This consumer work was not unlike Dan's work in business and despite these two being in two different classes, they shared the desire to understand the world around them and use this in their career. This makes the following discussion on understanding how race, class, and gender will affect life interesting. Aine said:

Um yes, I have definitely focused on that and I think a part of that is because my particular field is white male dominant. Um it is actually interesting because right now there is a class within the college of engineering that is focused on social justice within STEM related fields. I know the individuals I have talked to brought it to people who work higher up within the college of engineering but when they see it individual instances they don't necessarily actively prevent it. So what the social justice class is doing is taking all of these stories of individuals that they have collected over a period of time and turning it into pieces of art that they are showcasing. I think that I will not necessarily have issues with my race I think in the future especially when I get into industry my gender will be something that I will be constantly reminded of. Because in industry [those] who have managerial positions now are older than me and they have grown up with a more outdated mindset than what currently exists in 2016. I foresee needing to have a conversation with someone in the future and I am prepared to deal with.

With white men dominating the field, Aine understood that she may deal with gender issues in the workforce. Her experience with the social justice course in the college of engineering and the discussions about what women and students of color are dealing with was significant.

Whoever created that course was aware of issues these groups face; however, this campus as a whole was not addressing situations as best as they could given issues with the mascot on campus, low enrollments of students of color, and issues of racial parties on campus. Aine noted that older men in the industry were in managerial positions and was in disbelief that people could hold outdated beliefs. However, she said she was ready to deal with it as it happens. It was believable that Aine was prepared for gender related discrimination because she was aware of issues affecting women in engineering, but there are many women in the workforce that never really know what to do in discriminatory situations because their jobs are on the line, so the hope is that she does not deal with these issues. Aine wrapped her narrative up discussing the value of the non-traditional style of this course and similar to many of these students, she said:

I prefer this style because it emphasizes the real world application of what you are learning. I think that if this course were to have a mid-term people would be more focused on trying to study the content of the course rather than developing the aspects of the language that they need to. So one part of our homework is choosing a particular section of grammar that we don't do successfully and focusing on that and doing homework assignments. The fact that we are able to choose out of a wide range of grammatical themes I think it helps you focus on your particular level or skill in Spanish and make sure you are getting out of it what you need.

Because this style provided real-world applications of Spanish, it was her preference over traditional models of courses. She said that if there were a midterm, students would have put more time studying than developing themselves. There, was considerable content in the course Anne developed that gave students the ability to make an executive decision on their learning.

How Aine and I related was based on her views as a college student and my view of the world at that time. I named her the progressive because she was very into social justice work

since her youth and in college, continued this work. I think about myself at that age and I did not work to change things on my campus, but I did believe I understood how the world worked and what should be changed. The way she connected to the other students in this study related to both her race and gender. Racially, she had privileges like Dan, but had issues as a woman that would come up, as they would with some of the other female participants (Naomi and Isabel) in this study like gender discrimination. While she did not converge on a racial level with some of these students, she did as it related to gender in the workforce.

Naomi the Businesswoman

Naomi was a sophomore who enrolled in SPAN 202. She identified as a Mexican woman who grew up middle class on the Southside of Chicago, in a town called Eastside. Her major is Communications & Economics and minor is Spanish with the desire to work in human resources. Her connection to Spanish is secondary.

She was the first native speaker interviewed for the study and despite starting the interview with getting to know her she did not want to give too much information. Initially, I assumed that was because the questions did not fit native speakers appropriately, but it was not the case with the other native speakers of Spanish. Thus, I dubbed her the “businesswoman.” She was more than willing to support the study but she wanted to provide information and move on. Her study, however, began with her helping me realize how Spanish importance was different for native speakers. While it was certainly important for all of these students, native speakers’ personal relationship with Spanish was different and influenced these students differently, but it was not the same across the board for the native speaking participants. When asking Naomi about the time she realized Spanish was valuable to her she said:

Well I guess you can say it was valuable when I would have to go to parent teacher conferences and they would [pause] the teacher would tell me what to tell my parents and I could only tell them in Spanish. If I didn’t know Spanish, there really wouldn’t have

been a conversation or we would have needed a translator; so me knowing Spanish made it easier to communicate to principals, teachers stuff like that.

Her value of Spanish came from translating for her parents and teachers. Without Spanish, she would not have been able to communicate effectively for the adults around her. What she was doing and what other native speaking students do for their parents that are not able to communicate in English fully was to go back and forth between English and Spanish. This explained how Spanish deepened her life and made her well rounded. Naomi said:

Knowing Spanish has made me more well rounded meaning that I can go to places and I can interact in those places, I can talk to more people, I can read more things, I can watch more TV shows, I can listen to more music. It just makes me more well rounded. I can read news in Spanish that they might not have in English. I can communicate with more people in communities. It makes me feel a part of my culture because I know Latinos that don't speak Spanish and they all tell me that they feel they "shouldn't be Latino" feel bad for being Latino and not knowing Spanish and me knowing Spanish makes me feel a part of my culture.

Therefore, beyond becoming well rounded, knowing Spanish for Naomi was important to her because there are Latinos who no longer understand Spanish and losing Spanish is not uncommon due to assimilation as a result of living in the United States for more than one generation (Rumbaut, Massey, & Bean, 2006). In a way, understanding Spanish was a double-edged sword because on the one hand she was privileged to know Spanish as it relates to economic opportunity and connection to one's culture. However, being on the receiving end of Spanish in this country now more than ever makes Spanish a "disadvantage" for some people of color, especially Mexicans. That said, Naomi's reason for enrolling in this course was simple, she said:

So I didn't want to minor in Spanish [pause] well I did and...and also since I am doing econ and communications, business it just [is?] like a really good fit.

Thus, it was simple as that for her. This course was going to help her in pursuit of her degree. Because economics and communications were majors and she wanted a position in human resources, business and Spanish made sense.

Naomi did not specifically answer the question around language and racial awareness in the way other non-native, native Spanish-speaking students did, she ignored the question directly so she chose to connect it to family and business instead:

It is important to me because I know it opens so many doors and I can communicate with my family and family is super important to Latinos in that aspect. Spanish is becoming one of the most predominately used languages.

For her, Spanish was for family, Latinos, and business. From the beginning, Naomi was aware of how this fits because she discussed how she used the Internet to identify her interests:

Freshman or Sophomore year of high school, I took a buzzfeed quiz like what would you like and what are you good at and what should you major in and like that and I got communications and then I further looked into the major and I totally fell in love with it. I like applied to schools that were communication focused like liberal arts and science schools. I went to a few informational sessions at those schools to learn more about communications and I just fell in love with interacting with people. I took a class in high school and I was really good at it and I was really good at math too. I feel like economics make sense because [of] social behavior and that kind of mixes in with socializing [as it relates to communications].

It was as simple as taking a quiz online that narrowed her interest to communications. She found after taking classes, that she enjoyed the field and because she was good at numbers, it seemed like a natural connection. What she displayed was career management (NACE, 2017). Naomi discussed transferable skills in a way that I was unaware of before; for example, she said that her Spanish before learning it in classes might trigger assumptions that she only understood “slang” so this course (and the minor itself) validated her skills within the workforce. Naomi said:

I can now say that if I say that Spanish is my native language that [pause] I mean I would assume too that "oh she only knows the slang" [Spanglish?] but this business course just adds credibility that I am interested in learning the professional side of it not just the cultural from what I've known growing up.

Thus, college level Spanish may legitimize her professional knowledge for those that judge her language ability. It is possible that she felt this way about Spanish because similar to English speakers who do not fit “Standard English” norms (e.g., rural and urban populations), college may legitimize her ability despite being a native speaker. Therefore, it was reasonable that she would feel this way about college providing a benefit to employers.

That said, much like the other female students, she was aware that her gender would affect her career. Naomi said that being a woman and a Latina would affect her life. Specifically, she said:

Gender gap that will impact me especially HR and business overall is a male dominated field um and also because I am Latina. I have seen various studies of Latinas amongst other women are generally lower paid. Just the stereotypes of women like they can't do a man's job because it is a man dominated field. They could think that I couldn't handle certain jobs like certain disciplinary roles that I would have to take on but I am prepared for that. Definitely just because it is a male dominated field um also because HR is very popular it is very broad there is a lot of competition within it.

Naomi was already aware that Latinas were underpaid in many areas in the workforce. Gender was salient when combining it with race in a system of white supremacy that disadvantages women in the field. It was refreshing to see that she was aware of gender issues and how her male dominated field would most definitely make her have to fight to get recognition. Similar to Aine, Naomi believed she was ready for this fight when the time came, which again was interesting considering how different college and the “real world” can be. Finally, asking about the non-traditional nature of the course, Naomi did not say she disliked it, but it was not what she expected. She said:

I feel like I do better with structure. I do get stressed out by them but I think I learn more. And this class and it is relaxed and things I already know from just growing up from the Latino culture I am not learning as much as I would have if it were structured. I guess the relaxed structure makes me bored.

Unlike the other students so far, Naomi felt she needed structure because the course was too relaxed. She also believed that the material in class was information she already knew. In a way, it was possible that she already understood a bit about the “Latino” culture because of her upbringing, but, it seemed unlikely when so many countries are different ethnically even with a shared relationship with Spanish.

One could never know her complete apprehension to the course, but it just may be was not for her because she is using this class to certify her knowledge. Where Naomi and I seemed to cross paths was a little different from the other participants in this group. Naomi’s focus on language as a certification to her knowledge was how I viewed language in college for some time. I assumed that if I took all these language classes that hiring managers would see that I know Japanese. Similarly, Naomi was chasing that validation when it might not matter in that way for employers because she was a native speaker. Therefore, chasing this “perfect” language speaker status is not something one should strive for when competence is all that is needed. This is especially because the idea of perfection is impossible when language changes and adapts so even native speakers will continue to learn new information.

Isabel the Cultivator

Isabel was a junior who enrolled in SPAN 232. She identified as Hispanic on the survey (but she called herself Mexican in the interview), a woman who grew up middle class in Chicago and Evanston. She majors in early childhood education and will work with preschool students. Isabel was another one of the native speakers in this study and her connection to Spanish was secondary.

Unlike Naomi and Cecilia (which is the following narrative), she connected major and career differently. Part of the reason why this was the case was because she was further along in her academic career. She chose SPAN 232, so her course had the community component, and

she supported students in dual language school. For Isabel, there were experiences in her earlier years in which she felt that Spanish was valuable:

There's been so many. Um. I think like even [pause] well I think there's a lot. I work in retail back home and I think there is a lot of people that go in and don't know the language and I think [pause] like my manager scheduled me every single weekend and I would get more hours than my co-workers just because they needed that language there. When I was in parent teacher conferences I would always end up translating for my parents and in Chicago, I went to a predominately Latino school and I still had to translate parent-teacher conferences.

Similar to Naomi, she had the experience of translating Spanish for her parents. In addition, she found that Spanish was a benefit because she received more work hours than her coworkers did, which allowed her in turn to make more money. When I asked Isabel about how Spanish was valued, she found the question a little difficult to answer:

I don't know why these questions are so hard for me to answer. I have never been asked what does Spanish mean to you; it is kind of something that is just there. It is interesting to think about it now. I mention that my parents have immigrated here from Mexico and it was just a part of who they are but since I was born here and I don't go to Mexico, my relationship with my roots and where I come from [is] just speaking the language.

It was a shock to hear that Isabel had never been asked what Spanish meant to her and she was the second student hesitant to answer this question. She went into why that was and helped explain why this question maybe difficult to answer for native speakers. At the core, Spanish was a way to keep connected to her roots and this was across all of the native speakers' relationship to Spanish. Therefore, when she discussed how Spanish deepened her life, it centered on her family. Isabel said:

Yeah I didn't know that when I was little. Like I would be really mad [about] speaking Spanish at home and now I really appreciate that I am bilingual because of my parents.

She fought a little to not speak Spanish in the home by having her brother translate for her, but that ended quickly. However, she found that she really appreciated the gift of being bilingual and

wanted to provide students that same pride in her profession. When I asked her about her decision to take the course, she put some thought into it, Isabel said:

I needed one more course for my concentration in education and I was going to go the literature route and get a minor but like then last semester I took oral Spanish and I really liked that one because it wasn't like let's look at the book and this grammar but it was let's talk in the classroom. I thought 232 was going beyond that like in the classroom and in the community. And in middle school I had to take language and in high school so I ended up taking Spanish and I came in here with credits and did a concentration and I figured why not? And I think that Spanish is actually one of my favorite classes and I really see the value in it. Like I feel like I can communicate with more people and I can help families like other than just my own.

Her choice to take this course was both personal and professional. She originally was going to take the literature route for Spanish but she found that oral Spanish offered the opportunity to speak Spanish (like Michael) and decided to take courses that emphasized speaking. Isabel also answered the question about racial awareness differently from the non-native students. Isabel, Naomi, and Cecilia all answered this question differently, which could emphasize multiethnic ties and views of race for Latinos in America. We discussed her racial awareness and she chose to answer it in this way:

I have always thought of myself as a student of color and when I was in Chile, I was known as "La Gringa" so that was really interesting to be in a different country and be known as the white girl even though like. So I lived with a host family and they knew that I am from Mexican descent but they still called me the white girl because I live in the US. Regardless we don't care about the color of your skin but where you come from. You're white." I was having some identity issues over there "oh my god they are calling me white" this has never happened. I don't know if I liked it.

Isabel found that her racial awareness intersected with Spanish when she went to Chile. Her feelings around her race in the U.S. were different and while she has lighter skin than what some people envision as a "typical" Latina (especially based on U.S. media) she still viewed herself differently from what people saw. The trip made her feel strange and people calling her white bothered her enough that she wondered whether allowing people to do so was appropriate.

From there, we advanced to her decision to become a teacher and it was illuminating how much thought she put into her career choice. Her decision came from her from early experiences in her life and Isabel said:

Growing up I never had my parents' support not because they don't want to be there but because of language barriers and working and um I just wanted to be there for students to be able to connect more parents than what my teachers were able to connect to. I think I've known I wanted to be a teacher since I was like 5 in kindergarten. It's just something that has been with me since forever. I don't know, I would just look up to my teachers ever since I started school so then whenever they would ask me what do you want to be when you grow up. I would always say a teacher and it kind of stayed. I had to choose a major and I was like, I should be a teacher. I really like little kids because that is the time when they either really like school or they don't like school so getting them at a really early age is important.

She valued what her parents did for her and looked up to her teachers. From that she decided she wanted to combine Spanish with teaching to support students (she identifies her use for Spanish as secondary because she is not directly using Spanish in her field, if it is not needed). As long as she could remember, she wanted to be a teacher so her interest spanned quite a bit of time.

Because of this, she was strategic with where she volunteered and gained more experience in classrooms to strengthen her knowledge as a future teacher. Here is what Isabel said when I asked her what skills she gained from taking the course:

So I think I chose where I am working wisely so it would relate to my major. So I am at a kindergarten right now and at first it was more so just helping the teacher. But now, I am working a lot one-on-one helping students with their alphabet, like writing their name, math so that kind of thing. So it is helping me see that every student is in a different place academically so I start thinking about ways to motivate students to teach them and I also am getting to observe the teacher to see her ways of doing things.

This experience provided an opportunity to learn how to teach a class. Ultimately, she received experience with student support in writing (likely letter recognition) and math. When it came to how she understood race, class, and gender issues she may face, here is what Isabel said:

I have. I saw gender and I immediately thought about pay. I mean I don't really know statistics but I always hear the women get paid less and I don't know how accurate that is

cause education is mainly women but then again the pay is yeah okay that makes sense. I think all of the factors are going to influence my teaching overall because like I am a female minority who came from a lower class family. I think that I would be able to relate to a lot of the students [more] than a lot of teachers [who] don't relate to [them] and like I guess try to help motivate them to help them see that they can do something.

She immediately said pay for teachers and that it was such a thankless job. Similar to Naomi, she was aware of how women were paid less than men are for similar work. She cycled through her answer with me once and then said, “Okay that make sense.” Isabel immediately understood why teaching received such low pay. She came to the conclusion that it was because the field is populated by women, with 2011-2012 showing that about 76 percent were women (NCES, 2012); equal pay may not be insight for her or any of her peers any time soon. She finished by being the only participant who said that she believed that all parts of her identity (race, class, gender, and language) will affect her, but ultimately, believes that it would be a benefit because she could support students with similar backgrounds effectively. The interview ended with her feelings about the course and whether the non-traditional format was better than traditional formats. Here was what she said:

I really like the outside of the classroom perspective but even in the classroom it is a lot of talking even though I don't talk much in class, there is still a lot of talking compared to other classes where it is just sitting there. In other classes you are just sitting there and it's a lecture format like doing online homework. For this one we do have it but it's more like the whole course is at our own pace and like it is basically whatever the student wants to make out of it and that's not how the other Spanish [courses] on campus are.

Largely, she enjoyed the outside component to the classroom but she also appreciated the experiences inside the classroom because she saw that students were interested in speaking Spanish rather than sitting in class without connecting it to the world.

What makes Isabel and I different was that she was aware of how language and career aspirations connected to her life. When I was a junior, I had just finished studying abroad and I still had no idea what I wanted to do with language and my career. To see that she was aware of

what she wanted to do and had a plan for it displayed that she had an understanding about the possibilities language afforded her career. What made Isabel's case so valuable to the study was the way she explained the ties native speakers have with Spanish. Because Spanish was a part of Isabel's culture, it was not just about learning the language professionally, it was about holding on to cultural ties.

Cecilia the Nonconformist

Cecilia was a freshman who enrolled in SPAN 202. She identified as a Mexican woman who grew up upper middle class in Bolingbrook and Burr Ridge. Her major is psychology and her minor is Spanish. She wants to either work as a doctor or something that will help people (possibly nutrition). She is a native speaker of Spanish, but she is biracial (Mexican and Pakistani) and looks Pakistani. But in her words she is Mexican through and through. Her connection to Spanish is secondary as well.

Cecilia refused to conform to how people viewed her and she fought hard to hold on to how she saw herself. Since she was a freshman, she was still trying to figure out what she wanted to do, but she still had stories that discussed her motivations in life. When I asked her about when she found Spanish valuable this is how she answered:

There is nothing in particular that sticks out. I guess seeing my cousins in general not being able to speak Spanish and like they kind of understand it but they can't speak it and it just kind of like makes me sad because I'm like the least Mexican, like my cousins are Puerto Rican and Mexican and they are Spanish speaking people from [pause] you know what I mean. I just think it is kind of like sad and I just want to stick with it because I think it is a valuable thing to communicate but also like my grandma and her grandma and like people before me spoke Spanish and I just want to be one of the thousands to keep it alive. (Me laughing and saying that there is more than thousands!). As a fun fact in class, I tell people I am Mexican and I just hate that you can't see that side of me.

Because Cecilia grew up speaking Spanish and watched her cousins lose their Spanish overtime, continuing her Spanish knowledge was important. This related to her experiences in class when professors asked for a fun fact and she said she was Mexican. Saying this was a “fun fact” was related to her feeling that people could not tell that she was Mexican, so this was her asserting

who she was in front of everyone. How Spanish deepens one's life depends on whether you are a part of that culture according to Cecilia; she stated:

Um depending on your if you are from that culture, I think it just enhances your understanding of it and like makes you...there are different cultures like the way you talk represents your culture. And I didn't really realize that until last year in my Spanish class and um so like understanding the structure of the language and how people say stuff helps you understand the culture.

She saw Spanish as a way to understand her own culture and bring her closer to who she was.

This was similar to the other native Spanish speakers so this response was not surprising and illustrated again how deep the connection language has to culture. Why she enrolled in SPAN 202 was related to her holding on to and strengthening her Mexican identity as well as getting a minor in Spanish; she said:

So as you know I identify with being Mexican so being able to speak Spanish more fluently, read it better, write it better always makes me feel like I am stronger. More strongly connected to it and I feel like a part of my grandma; like I'm a part of my grandpa and grandma and their past. I wanted to minor in Spanish but I found out that this class doesn't even count for the minor but I wanted to like [pause] so the beginning of the year, I was thinking about minoring in Spanish and then I saw the requirements and then I was like oh my god intensive grammar I am going to fail that so then I scratched that off. So I think I just try to uh stick with it and I really like Spanish and it makes me feel safe and comfortable and at home so I wanted to take it for that reason too. And also to talk to my grandma and I think it would also be helpful for outside of education field so um I thought it would be really fun.

So taking this course was purely to speak Spanish as a means of connecting herself to her identity. She was not thinking about Spanish as a way to improve her career aspirations per se because she was not sure how her language learning connected to her career, but this was understandable since she was still working through her interests. By the end of this interview, she decided to continue to minor in Spanish but the fear of grammar was a big deal, so it was possible since writing this, that she changed her mind. Nevertheless, Spanish made her "safe,

comfortable and at home” and she did not have to overthink in class, so she could just be. How Spanish related to Cecilia was important; here is what she said:

I think it is very important. I value Spanish a lot and what it brings the culture and everything else that comes with it. So I don't know how to answer it. I just don't really think about it. It's just is it is a part of my past and I kind of like history so.

Once again, Spanish was not something she thought about when it “just is” because she saw it as a part of her history. We transitioned into what her career interests were and she was quite excited to discuss them. Here was what she said about what she wanted to do:

So do you know who Tony Robbins is? Okay, so he is like a motivational speaker and he has these seminars and on the last day he had a nutrition day on how to take care of your body and what's good for you and what's not. That was all information that I had no idea like...I didn't know that certain things were not good for you that people say that they were. So like after that, I started becoming more conscious about what I was eating and I went to another one of his seminars where it was like 6 days and we had partners and he was like a health freak kind of but not in a weird way; he was just conscious. And...I started getting really conscious of what I ate and not necessarily the calories but the content.

So all it took was a seminar in her earlier years to get her on the track of nutrition. She was still figuring out whether that was the exact career, but what she was sure of was that she wanted to help people. Because she was still figuring herself out personally and professionally, the way she viewed transferable skills was not important for her right now. Here was her answer about transferable skills from the course:

I think the only skill is knowing how to target a certain audience but like the audience we have is one person so it is very specific, kind of like hard. I don't think I am learning that much from doing the posts. Sometimes looking at the posters we do and looking at what other people wrote like Facebook posts and videos, I think those are helpful because I think learning like broader ideas cultural ideas like change and you can use are more helpful. Specifically writing posts targeting people, I don't think it is as applicable to me.

The skill that she brought up, targeting a certain audience, was most definitely the purpose of the course but Cecilia did not feel like she was gaining anything but broader cultural ideas. Overall, since she was not a business student nor interested in business, making connections related to

marketing did not relate. That said, she did understand how race would affect her in her future career but gender was not on her radar; she said:

I think for race it impacts me because I am Mexican knowing Spanish and like being a part of the Spanish cultural community it like helps in my future career because that way [pause] it's kind of weird to talk to someone who doesn't speak Spanish...like they learn it in school. It is kind of weird you don't have the same connection with them but when you're talking to someone that grew up speaking Spanish and has the same cultural values and experiences you kind of have a connection with them; it is easier to talk to them and you feel obviously more comfortable. I don't really think gender makes a difference. I don't know how that would make a difference. (I asked her about gender issues). I knew that happened but I feel like that won't happen. I don't know; it has never happened to me. Not yet. I am aware that happens, sorry. It's just never happened to me.

She felt that Spanish would help her future career because it was weird to talk to people who do not understand Spanish. Cecilia was making the distinction between people who grow up speaking Spanish at home vs. those who learn it in school just as Naomi made the distinction. However, while Naomi was trying to affirm her professional knowledge with Spanish, Cecilia was affirming her personal connection. This was emphasized because speaking to non-native speakers of Spanish was awkward, so drawing from this, it seemed her view was that if one is a native-speaker of Spanish, they will have an easier time with people.

For gender, Cecilia knew that discrimination happens, but she had not dealt with it so it did not make a difference. This was an interesting response given all of the other women in this study, who said that it did make a difference. Because she had not experienced a lot in college yet, maybe she did not think about gender discrimination much. Finally, when asking her about the non-traditional aspect of the class, this is what she said:

I love it. The way this class is taught I wouldn't change a thing about it. I love that we as students have ownership over things that we do and we have to post things. We are kind of our own bosses in a certain sense even though there is stuff we have to do. Like we have the creative freedom to make our posts and make it what we want...In high school, there was participation but the teacher talks, you answer questions, like how you were explaining like teachers [are] the teachers and students are students kind of thing. And I think for Spanish for business it is so nice to be able incorporate the way the concepts and

the stuff you are learning into things that you do like the posts, like when we watched videos and analyze it and identify what's what. I think like I know the Spanish composition class that I am probably going to take next semester is kind of like "this is a prompt, you write a paper, this is a prompt you write a paper, grade it, final, you're done" you are using Spanish, but it is not yours. You are just kind of like applying it to a paper but Spanish for business it is yours.

For Cecilia, the freedom of being able to do what she wanted and having ownership over the course was vital. Cecilia noted that her composition class was likely going to be similar to traditional courses she had had in high school, so in this course one's work was truly "yours." If there was anyone I understood, it was Cecilia.

As a freshman, she was still figuring out what she wanted to accomplish by the way of a career. I too went through my first year like many figuring this out. My dream of learning Japanese was happening but I had no idea how to connect that interest to something tangible and struggled with this until graduate school. While professionals in advising and career services believe this is normal in practice, students only have a few years to gain knowledge to prepare them for their next step, so I hope she figures it out so she does not graduate without a plan as I did. To summarize Cecilia, she related to the other interviewees through the importance of Spanish language ties like Naomi and Isabel, but she differed from other participants because she fought to make her cultural identity known. Essentially, Cecilia deepened this study by highlighting how her identity as a Latina was unseen to people and how it was interconnected to her desire to understand Spanish better.

My Own College Career Experience

Where do I fit in these narratives? Well it is complicated to figure out where I was in my own journey with personal and professional development with language because each year I thought differently about my identity, language, and my career aspirations. If it were possible to

track these participants from the beginning of their academic career, they too would show growth. That said, I have a general idea of what I was thinking and it is displayed in Table 8 below. While my language experience was not in Spanish but Japanese, the diverse viewpoints of these students show how small or large their relationship with language can be depending on their experiences. When I think about myself, it was much easier to discuss because I have been thinking about my relationship with language years since I graduated college. Since I spent time in chapter 1 on my personal connection (although this bleeds into other areas), I am spending this time on my career aspirations, identity, and transferable skills from one year to the next.

Table 8: My four-year exploration of career and identity

Year in School	Career Aspiration	Transferable Skills	Identity
Freshman	None in particular but graphic design focused (interested in going to Japan)	Ability to understand a different culture	Not aware of how race, class, and gender factored into my career
Sophomore	Unsure (but became a McNair Scholar) made me interested in graduate school	Ability to understand a different culture and interest in how culture can be studied in graduate school	Some awareness of my race, class, and gender in my classroom as I became more aware of my differences
Junior	Researcher for language education	Started to see how Japanese can be studied in graduate school	Aware of race, class and gender due to issues peers brought up that I thought were discriminatory
Senior	Researcher for language education	Knew how it could be studied but confused what I would do with language education after graduating	Aware and actively calling peers out but still figuring out where race, class, and gender fit into my career aspirations

Looking at this table, there was progression showing as I went through college from one year to the next. Obviously, there were things in between each year that brought me closer to graduate school, most notably the McNair Scholars Program (assists underrepresented students

from all intersections with entering graduate school). However, before this program, I originally wanted to double major in graphic design and Japanese to work in animation, but I could not afford the fees associated with graphic design. Although I still have an interest in the subject, I moved on to what I thought was going to be my academic path, a professor.

Being a part of McNair provided opportunities to analyze topics of interest and view it critically. It bled into my experiences and I wanted to study language learning in higher education for students. Entering graduate school, this interest remained the same and I began thinking about why I had so much trouble regarding language and career aspirations. As of now, I see the work that I do as a practitioner as important because academic and career services inform the connection between personal to professional development for other students. Learning how to support students in college so they can make positive connections inside and outside the classroom is significant to the health of this country, especially in a Trump presidency. What I mean by this is that as this presidency moves forward, there are people who are going to be hurt by the policies of that administration. People outside of college campuses that spread the rhetoric of violence or racist remarks against speakers of Spanish should be fought not only outside but inside of college campuses through courses that teach interested students about Spanish, but also get them in contact with Spanish speaking communities. The more exposure students have in positive situations and discussions about Latino communities, the better prepared they will be to support these communities. This is also important in a Trump presidency because if we can support these same students in their careers relating to Spanish language learning (and the communities they may work with), they can find that a major or minor in Spanish is worth it and transferable to positions anywhere.

Summary

Going back to the quote from Anne in the beginning of this chapter and looking at these narratives as a whole, if there were people interested in developing LSP courses then they would need to believe that they can shape minds and provide transferable skills for students. There must be experiences outside literary learning to support students' development. This does not mean that curriculum and teaching standards are lowered, rather they are shifted to provide applied learning students could take on their personal and professional journeys. This is meaningful to combat the vision Trump has for this country, one where anyone who is not a white male (or female to an extent) is terrorized. This means that literary studies, while valuable is not the only type of course that should be explored. Providing hands on work within a given community or through cultural discussions that explore race, class, gender, violence, trade, etc., is also needed to inform students that the language learned is not just about language but also about understanding the world. There should not be binaries or a fight around what course is most important for a student learning a modern language; what should be discussed is how the course is assisting students with understanding who they are and how it transforms the world beyond their views.

Chapter 6: Summary, Discussion, Implications, and Conclusion

The purpose of this study was to explore interconnected aspects of human life such as identity, modern language, and career aspirations. This study centered the professor and students as meaning makers of their own lived experiences. Some findings were that an early relationship with Spanish proved to be a strong indicator of why the language supported their interest in their course. For example, for the native speakers in this study, their early experiences as Spanish speakers provided them a continuation to learn Spanish for their own cultural reasons. Additionally, their courses challenged and reaffirmed who they were as well as provided transferable skills. Essentially, the data supported that students shared a value of positive Spanish learning that cut across personal and professional ties as well as racial and gender issues.

Discussion

Courses in this study provided voices to students and helped them make meaning of their own connection to Spanish. These courses also provided various experiences with Spanish outside of Spain through learning about business and issues that affect Latino communities. The Spanish program and courses themselves had quite a bit to do with the larger aspects of the country – college, global learning, and the economy. Anne discussed the issue of her Duke colleagues being “against students being against the foreign language requirement.” Anne’s Spanish program had basic 100 level courses tied to general language requirements for students to take if they had not enrolled in four years of a modern language in high school. Then there were courses at the 200 level that were “the basic skills.” However, SPAN 202 and SPAN 232 were electives (students like these courses) and SPAN 208 oral Spanish, a course some students enjoyed, was also not required. SPAN 202 and SPAN 232’s existence as electives for the major

was telling because the work these courses provided students with the ability to see how other communities' function in this country and abroad. These courses tried to decolonize Spanish by giving real-world skills, situations, and cases that Latino and Spanish speaking countries face outside Spain. By Anne eliciting her vision of Spanish teaching and learning, she was using Spanish to challenge students to look beyond their own experiences in addition to reaffirming their own.

Anne's courses allowed students to see that there was no dichotomy between shaping the mind and teaching transferable skills because students could connect coursework to the larger world. Because teaching LSP courses like these are not widespread, in many ways Anne's courses were not traditional. Albeit, SPAN 202: Spanish for business was the more traditional of the two due to interest in global relations (Panetta, 1999), but teaching a language for business is likely not as widespread as one would assume. SPAN 232: Spanish in the community was less traditional and possibly the course that was the source of her colleagues' problems. These courses were not just untraditional because they were not tied to literary studies, but also because they placed emphasis on speaking and removed the rote memorization for quizzes, midterms, and finals that provides text anxiety for students (Horwitz, Horwitz, & Cope, 1986). As a result, Anne was teaching to her ideology, which was to provide "a sense of accomplishment in coursework" so that "students can feel sense of what they actually achieved." As a result, the feelings her colleagues at Duke and (her institution) were dealing with was rejection of language courses that maintain an old, one-sided vision of language use for some students.

Before now, learning modern languages in college was to support students who wanted to go to graduate school for topics such as philosophy or comparative literature. Nowadays, this is less so probably due to rising costs of a college education (Taylor, Fry, & Oates, 2014). With

some programs following tradition rooted in older values, they are not taking into account how the world and students have changed. It is ironic that modern language programs want to shape students' minds globally but ignore how languages may not fit students' notion of global learning anymore. Simply, this problem is connected to the United States' view of language in general. Language is both a privilege and a detriment depending on who is the speaker. If there is a white person speaking another language, by the power of white privilege they are seen as cosmopolitan. Sometimes, language is seen as an add-on to whiteness. On the other hand, for anyone who is black or brown (and now in some cases Asian, no matter your race or ethnicity), you can be on the receiving end of race, class, and gender based abuse.

Therefore, when Anne said that she wanted to “get my hands on the foreign language programs,” she was trying to reframe the notion that all student have to do is grammatical learning. The questions asked of students would not be “do you know how to conjugate verbs,” rather it would be what (Walser, 1978) is valuable to the course students are taking. Revisiting the course objectives, for SPAN 202 this would be:

1. Learning the basic business concepts in Spanish
2. Improving cultural awareness and cultural fluency
3. Enhancing fluency and presentation skills
4. Demonstrating higher-order thinking skills and Spanish writing skills
5. Acquiring hard skills involved in social media for business
6. Communicating your skills in job-search contexts

In the SPAN 232:

1. Content that focuses on Latino cultures and the work of our community partners
2. Strategies to aid effective communication, including vocabulary building for specific situations, reflective thinking about cultural norms and review of specific grammar points
3. Analysis that contextualizes issues surrounding Spanish (the language) and Latinos in the US within the broader scope of civic learning (understanding public policy, engaged citizenship, diversity, social responsibility, etc.)

By centering the course on experiences that are real world and tangible, students can receive transformative and impactful learning because students were the bosses of their learning.

In this way, students were receiving what they felt was necessary for their personal and professional development and Anne was teaching about college, global learning, and economical connections to language that some other courses, programs, and departments were struggling with. Because there was opposition against students being against the modern language requirement, discussions in language departments were not thinking heavily about language reform because they were busy maintaining a sense of prestige or fighting to maintain relevance. It seems that higher education systems constantly look at other institutions for inspiration on how to support students rather than being the inspirers.

This is why Anne said, “We will never progress. So, I have come to the conclusion that unless there happens to be a Spanish program at a big prestigious university that totally changes their approach, there will be no change.” If this is the case, then it will take a prestigious university probably an Ivy League school to change the minds of professors about what global learning could be for modern language teaching and learning. This means that there must be a shift on college campuses appreciating languages other than English and what they can do for students in their personal and professional lives. There are over 61.8 million people who speak languages other than English (CIS, 2014) and of the documented Spanish speakers in this country, English is still dominant because of the people in power. Due to Trump, English only rhetoric may resurge. Of course, states have power, but if federal legislators decide what students should learn, especially public school students (which are majority black, brown, and white rural) taught by majority white women teachers (AACTE, n.d.) whose biases may go unchecked, then they can feed bigotry and compliance into the populace.

This is not unlike the United States education system to teach students of color “hidden curriculum.” With interest in filling the achievement gap, hidden curriculum upholds the notion

of accomplishment from those who achieve it and those who do not. The education system essentially upholds meritocracy and as students of color traverse through education systems they are implicitly (sometimes explicitly) fed that their language or dialect is not important to success but that they must rid themselves of it. However, by the time students reach high school and college, they are expected to embrace sometimes the very thing they were told to rid themselves of – their language. That said this is not all schools, teachers, programs, and educational systems that promote this type of learning. However, ignoring historical and current issues some students face early on in their education is ignoring how students on a micro-level can be influenced on a macro-level with college, global learning, and the economy.

Some language professors have power and some may not think about how their ideology and experiences socialize students. As such, some biases in language classrooms arise in the form of only valuing Spain-centered learning. If Anne's department began to reform their Spanish program, then the department may change. Anne would no longer be "airing dirty laundry" or "making [them] look bad." Anne's choice to set a tone and define what Spanish language learning can be for students is what going beyond language learning means. While there are courses that use language as a neutral way to promote ideas, courses should also be invested in discussing the ideological powers and enabling students with skills to help them function in society (Richards, 2008).

Because Anne developed courses that allowed students to define how Spanish was present in their lives, some students showed that Spanish integrated in their lives personally and professionally. This was discussed at length in chapter 5, but Spanish related to students' identity based on their earlier experiences. Some students grew up in mostly Spanish speaking communities so their connection to Spanish was based on family, friends, or cultural ties

(Naomi, Isabel, Cecilia, and Garrett). For other students, it was a way to understand and contribute to a better society (Dan and Aine) and sometimes it was related to the desire to travel abroad in order to learn about places (Michael and Dan). The identities of these students found its way into classrooms Anne taught and paired with her own desire for students to take their passions and explore them in the context of her own goal to develop a more complex understanding of Spanish speaking communities domestically and internationally.

What Anne was doing for her SPAN 202 and SPAN 232 students was teaching, “a deeper more nuanced more truthful oriented approach to thinking about immigrants in the United States” and “how to be professional, how to approach being a professional with people who are from other cultures or countries and then...how to deal with information.” What Anne did was provide tools to become better human beings throughout their personal and professional lives. While these skills were highlighted in length in chapter 5, student participants in this study all said they received transferable skills from when asked, which is found in Table 9 below:

Table 9: SPAN 202 and SPAN 232 skills

Transferable Skills from SPAN 202 and SPAN 232	
Garrett (232)	I would say interpersonal and speaking skills... [children] are not things you are learning, they are actual people so it's good to get those hands on kind of skills; that way you know how to treat certain situations and interact with children because at the end of the day they are still kids.
Michael (232)	If anything, it is the understanding of another culture...that is definitely applicable because dealing with people in general learning how to listen to people, respond and take care of things.
Dan (202)	To know your audience; to be able to understand their point of view, and why do they care.
Aine (232)	I think that I am gaining a lot of soft skills that I would not necessarily gain in my technical courses like right now I am in hard physics courses. So I think that by working in this class and trying to understand the needs of the community around me I am able to first better able to do my technical job. I am able to make them a better product but in addition to that I can explain why a product is beneficial to those who need to sell it.

Naomi (202)	This business course just adds credibility that I am interested in learning the professional side of it not just the cultural from what I've known growing up.
Isabel (232)	It is helping me see that every student is in a different place academically so I start thinking about ways to motivate students to teach them and I am also getting to observe the teacher to see her ways of doing things.
Cecilia (202)	I think the only skill is knowing how to target a certain audience...sometimes looking at the posters we do and looking at what other people wrote like Facebook posts and videos, I think those are helpful because I think learning like broader ideas cultural ideas like change [pause] and you can use are more helpful.

Table 9 (cont.)

Because students gained both personal and professional development from these courses, the criticism and treatment Anne received such as devaluing her contribution and not letting her have a seat at the table to discuss curriculum was likely normal for Anne. Some departments want to be prestigious and the same departments want students to enroll to validate their program's existence. With language departments like this one, they do not want to be seen as a place that "just teach[es] Spanish." As a result, if people assume language departments are a "service" then they are no longer prestigious. Yet, with education getting more diverse, prestige cannot be the only value placed in learning in higher education.

Despite the issue with language departments being a service department, one can argue as Anne did that, they "are a service department because of the foreign language requirement. If we didn't have the foreign language requirement we wouldn't have the number of students we have in those programs, which is what actually brings us our resources." All programs on campus – humanities, social science, and STEM serve students therefore, while the gaze is certainly different, modern language programs are a service. Thus, learning about Spanish concepts outside of Spain and issues immigrants face in this country is valuable to the changing

demographics of this country and ultimately would help fight against the Trump administration.

Adapted from chapter 5, Table 10 displays what students said they enjoyed (or did not) about the non-traditional structure of their LSP courses:

Table 10: Likes and Dislikes of LSP

Likes and Dislikes of their LSP classes	
Garrett (232)	I love it. It adds on more on what you actually know you know...with this kind of thing it's participation, it's speaking, it's community work, it's things you can do to demonstrate your skills and your way of doing something.
Michael (232)	I like that it is not just testing me constantly. I like the more informal format where we just talk. All the social justice stuff she talks about.”
Dan (202)	I really like it. The participatory aspect of it definitely gives me more of the real world sense of the language...I am getting it for me in the sense that I am getting the grade but I can also help all these other people with issues that I find relevant.
Aine (232)	I prefer this style because it emphasizes the real world application of what you are learning...the fact that we are able to choose out of a wide range of grammatical themes I think it helps you focus on your particular level or skill in Spanish and make sure you are getting out of it what you need.
Naomi (202)	I feel like I do better with structure. I do get stressed out by them but I think I learn more...I guess the relaxed structure makes me bored.
Isabel (232)	I really like the outside of the classroom perspective...it’s more like the whole course is at our own pace and like it is basically whatever the student want to make out of it and that's not how the other Spanish on campus are.
Cecilia (202)	I love it. The way this class is taught I wouldn't change a thing about it. I love that we as students have ownership over things that we do and we have to post things. We are kind of our own bosses in a certain sense even though there is stuff we have to do. Like we have the creative freedom to make our posts and make it what we want.

By linking LSP courses to the traditional language model of modern language departments, language will still be useful by increasing and responding to changing needs. It will

also empower students to make connections and promote critical thinking. Part of the reason why these courses were successful was because students understood why Spanish was important. For example, Garrett saw that Spanish “opened a door to be able to see things from another person's perspective.” Michael saw the “impact that Spanish has on this community in general because there is a lot of Latino kids here.” Their experience with students and learning about Spanish outside of Spain displayed that students can experience Spanish in real time. Learning in real time and shaping minds is even more important today since Trump is likely to influence these systems even more as they may begin to push back against rhetoric and anti-intellectual thinking about the world.

In his hands, the education system in the United States for primary and secondary schooling has little chance of acknowledging cultural and linguistic respect, so global learning would have to begin in college and would need to work harder to change mindsets. Remembering that many college systems value liberal education (AACU, 2013), some colleges will be against Trump’s rhetoric, but because he influences college systems and how they react, colleges may only be against Trump in theory. Other countries are looking at the United States through policies that affect people domestically and globally and universities would have to continue to provide safe spaces for students so that they can learn and expand their minds – by learning languages and the cultures that connect to them. The economy will likely change through Trump’s policies and will affect the nation not only for language learners/speakers personally but professionally for those who want to work with and live with Latino communities (and by extension other marginalized communities).

Since many of these students fit into this category, students may feel like LSP courses provide a connection to their personal and/or professional lives. Participants chose their LSP

courses differently; some wanted to learn “actual” Spanish used in society, others because of its social justice orientation, and the rest to connect with their families. The beauty in this was that there was diversity in how language connects to career aspirations and students’ agency over their course choice. According to Norton (2013), students have reasons why they enrolled in courses such as specific material and/or symbolic resources. Remember, these courses were electives so each student could ignore these courses, but they made the decision these courses were important for their development. Although each student narrative discussed why they chose their specific course, it is represented visually in Figure 10 below to help remind readers of their choices:

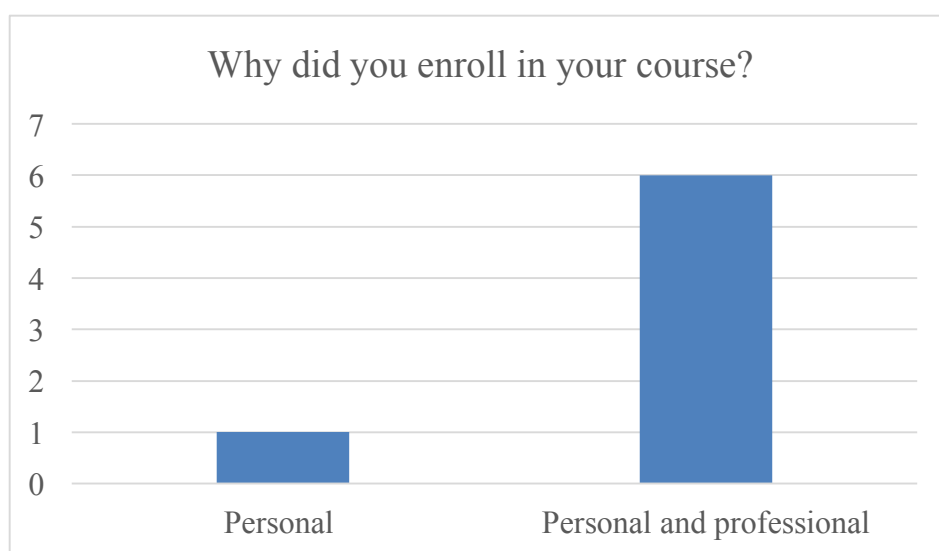


Figure 10: Course enrollment

Only Michael said that he enrolled into SPAN 232 for personal reasons. The other students said that they enrolled for both personal and professional reasons. In the beginning of chapter 5, there were students who fit the conceptual model of identity, language, and career aspirations. Students who best represented this were Dan, Isabel, and Garrett but the reason why this was the case was because they have a traditional connection to career aspirations with career

areas of business and education. Others do not fit so cleanly because even language does not always fit career aspirations, as one would expect.

Each student had a story. Some students had experiences where they could teach, others related to their upbringing with either vast or minimal cultural relationships with other people, or they had family relationships that influenced their course choices. To repeat what each student said here below is Table 11, which shows where their interest lies.

Table 11: Major and Career Aspirations

Name	Major/Minor	Career Aspiration
Garrett	Spanish/Linguistics	Teaching/Education
Michael	Computer Engineering/Spanish	Working at an innovative company like Tesla or SpaceX
Dan	International Business and Marketing/Spanish	International brand representative for a major car company, ideally one of the big three from Detroit.
Aine	Nuclear, Plasma, Radiological Engineering (originally). Systems engineering and design with a concentration in acoustical engineering/International Engineering with a concentration in Spanish studies	Still figuring that out
Naomi	Communication & Economics/Spanish	Human Resources
Isabel	Early Childhood Education	Teacher
Cecilia	Psychology/Spanish	Possibly a doctor or doing something that helps people with their health

This table provides a reminder of the place each student was at in their own career trajectory. Looking at these students' choices one can assume that where Spanish was concerned it was primary or secondary to their career interests (Cere, 2012). Recalling that primary language learning is direct use and secondary is not each student made a career decision based on their aspirations. What came up in student narratives for native speakers was they were learning Spanish to preserve their culture heritage. Family relationships were completely different for non-native students. Their LSP courses gave insight to how Naomi, Isabel, and Cecilia valued

Spanish so their courses became Spanish for a specific purpose. This was not to say that other student connections were not important, but the importance Spanish had for native speakers was different.

Although some students did not believe Spanish would be a part of their lives primarily, understanding issues in Latino communities was helpful. Courses like SPAN 202 and 232 were a starting point for students to become educated about the world. Anne was interested in socializing students to positive thoughts on Latino communities and not those aligned with Trump. As Anne said in her narrative, “it is not teaching to those who are against immigration but teaching to people who are for immigration and having a deeper more nuanced more truthful oriented approach to thinking about immigrants in the United States.” Whether students use Spanish in their lives or not, Anne wanted a nuanced approach to learning and how language can provide hands on support for people students’ serve. In Anne’s narrative, she said that she wanted students understand “what it means to work with people from different cultures so...how to be professional. How to approach being a professional with people who are from other cultures or countries and then the other thing I really hope comes across to them is how to deal with information.” With this being a goal for Anne’s students and students responding favorably to their course, it seems Anne’s goals were accomplished based on their favorable views.

Implications: Anticipating Potential Struggles

Fundamentally, when analyzing the micro-level narratives of the professor and students, the study had to link the macro-level to larger systems in this case, college, global learning, and the economy. These larger macro-level systems—college, global learning, and the economy—will affect each other and people who live and work in higher education systems, value global

learning domestically and abroad, and negotiate within the global economy affected by the U.S. election of 2016. The reasoning behind combining macro-level and micro-level analyses is due to the value of linking narratives to the world so they are grounded in meaning. After learning about the narratives of the participants in this study, readers should understand the value of these stories and think about creating LSP courses across the United States in order to make language more accessible and relatable to students in society.

In this current political climate, the Trump administration hurts everyone who is not a white male and with significant privilege (McIntosh, 1988). Understanding that race, class, and gender are intersectional, there is a connection between how race and gender mattered in how students talked about their intentions regarding language and their futures. One of the clearest examples of this were the gender issues Aine, Naomi and Cecilia said they will face as women; however, racially, Naomi and Cecilia will not only face gender issues in their respective fields, they will also deal with the heightened problems of this administration because of their race/ethnicity. Because of their Mexican heritage, they are going to deal with additional baggage at the hands of bigots and it is not unrelated to their language affiliation; which is something the white students will not have to deal with in their lives unless they are allies to students like these.

Since the election there has been an uptick of hate crimes of violence and, while there has been push back from a growing number of Americans (and nations), this presidency encourages bigots to feel free to hurt everyone they can in order to “make America great again” and the greatness they seek is going to hurt people even more. What this administration has done is allow for widespread discrimination. One of the more infamous policies from this administration was the Muslim ban that barred Muslims from seven countries (not including the ones Trump has businesses in). Trump signed that ban in the Pentagon to fight against “terrorists” and believes

that doing so will only bring “those into our country who will support our country, and love deeply our people” (Shear & Cooper, 2017)³. This ban harmed people especially American Muslim families and Muslim refugees from war-ravaged countries. But, his policies and harm do not stop there.

Since his election, Trump has antagonized other nations such as Mexico and Australia while he continues to have close ties to Russia. In Mexico, a Mexican food activist group launched a boycott against U.S. as Trump pushed for a wall. This group called for Mexicans “to stand up to Trump’s threats and his economic war” (Grillo, 2017)⁴. There was also the “day without immigrants” where immigrants in cities across the United States stopped working to highlight their contributions in this country. This was happening while federal agents raided undocumented immigrants and Trump pledged to deport more than “3 million undocumented immigrants with criminal records” (Rein, Hauslohner, & Somashekhar, 2017)⁵. Trump was elected because he spoke to a (majority white voting base) and stroked fears of them losing their privilege and jobs to “brown” people (Ball, 2016; Tumulty & Nakamura, 2017). Therefore, building a wall will keep his constituents happy even when it makes little sense economically for them or anyone in this country; so, as long as his rhetoric is applied to people of color, it is fine by Trump voters if they suffer.

Yet, Trump voters could suffer under his tenure due to his desire to repeal the Affordable Care Act (and them ignoring this) (White, 2017). While it failed for now, this does not mean his administration will not attempt to repeal the ACA again. In the meantime, his supporters proudly

³ Retrieved from: https://mobile.nytimes.com/2017/01/27/us/politics/trump-syrian-refugees.html?_r=0&referrer=http://m.facebook.com

⁴ Retrieved from: <http://time.com/4651464/mexico-donald-trump-boycott-protests/>

⁵ Retrieved from: https://www.washingtonpost.com/national/federal-agents-conduct-sweeping-immigration-enforcement-raids-in-at-least-6-states/2017/02/10/4b9f443a-efc8-11e6-b4ff-ac2cf509efe5_story.html

carried out acts for Trump and believe they will benefit from whiteness or whiteness by proximity. But if economics is the reason Trump was voted in, where is the push to increase language learning as it supports the economy domestically and internationally? Moreover, where is the fear about the economy, given that the dollar sank without warning around January 2017 (Colgan, 2017)? There was nothing said about that from his supporters, but what has been done to people related to race, class, and gender in this country, so bigotry is rooted across intersectional spectrums.

How other nations view Americans during Trump's presidency affects students, especially those interested in working domestically with people who speak other languages or internationally. But his tenure will also affect these students across race, class, and gender. For example, this administration affects students like Dan who wants to work internationally as well as Garrett who has the desire to teach Spanish to Black and Latino students in high school. While Garrett is male and his life affords some benefits because of it, this country has issues with shooting Black men and incarcerating them for crimes white men would never serve. Dan, on the other hand, is afforded his whiteness, maleness, upward mobility given his choice in major, and likely will be seen as culturally aware because he learned Spanish. This is not to say Dan is not a great student, but the way whiteness works, he has the best potential outcome in a Trump presidency.

Aine and Michael, the two engineering students are also given some level of privilege because of whiteness (Aine) or maleness (Michael). The extent to which either is given respect for the work they will do in this country depends on factors. Will the places they work in the future respect women? Will they have men of color and women of color in leadership roles? If this is not the case, then it is possible these two will encounter lingering issues of possible sexism

and racism in the workforce. However, Latina students Naomi, Isabel, and Cecilia are likely more vulnerable to be targeted because historically women are treated less than white men are. These three students in their lifetime may deal with this in their personal and professional lives because race and gender are interconnected.

Quite a few identities influence the way one is treated in this country such as race, class, and gender as well as language. Since power is an important part of understanding how all of these things intersect (Dill & Zambrana, 2009), it made sense that this study took place in the college system. Issues of race, class, gender, and language that happen on a large scale in the United States also happen in college. While the point of college is to provide students the liberal education model of understanding the world, students may not receive that type of experience because some students (white or otherwise) are not interested in what does not affect them (especially when learning about marginalized groups) or does not provide a job. As a result, the “dichotomy” of broad liberal arts model and how it shapes global learning for students in college vs. the real economic situation of students needing a bachelor degree for jobs are at odds.

Turning to career aspirations, it was fascinating to see how race, class, and/or gender identity was conceptualized as influencing students’ careers after graduation. Asking these students whether their race, class, and gender would come up in their careers displayed how identity influenced how they saw themselves and people around them. It showed that even though each student arrived to the same place (their course), each student had different views about who they were and what they wanted to do in the workforce. For example, Dan and Aine were aware of their privileges. For Aine, however, she is a woman in a male dominated field. Aine said in Chapter 5 that her “gender will be something that [she] will be constantly reminded of because in industry men who have managerial positions now are older than me and they have

grown up with a more outdated mindset than what currently exists in 2016. I foresee needing to have a conversation with someone in the future and I am prepared to deal with.” As a result, in a Trump presidency Dan may fair better than Aine.

Then there are students like Michael who fit within the male dominated part of the engineering workforce, but he is still a man of color who may do worse in a system that privileges whiteness. Therefore, who “comes out on top” in this economy? There is not a clear answer when each person has their own privileges and oppressions in this country. That said, Michael does not see race as an issue to his position. He says that there are “a lot of Indian guys so not too concerned if I was a woman or if I was African American I might have some concerns; like I blend in pretty well.” This is true especially with pay as a man. Yet, reflecting on this statement brings up the question of whether Michael ever thought about why there are so many Indian guys in the field? Yes, educational opportunities are one of them but when looking at how many positions are outsourced to India because of cheap labor, what does this mean for those jobs under Trump and what does that mean for him? Will he face hostility for his race in ways he did not expect? The hope is that this will not be the case, but this shows there are many intersectional perspectives that complicate life.

According to Michael, it is difficult for women and Black people. Well, in the case of Garrett, this is true. He thought about his race “everyday all day. I used to think about it when I just basically [was] learning the language”; and in his chosen career, he will have to work harder just to be recognized as mediocre in his field. Although his field was education, the racial aspect of who he was will not change because he felt like he “doesn’t belong” because language was not “ingrained in [his] culture.” As a result, there is a real sense of insecurity around his race and status as a Spanish speaker.

However, this is in contrast to the experience of Isabel, who identified as a Mexican woman, but had an experience abroad with people calling her white. She was known as “La Gringa” and she “didn't know if [she] liked it.” Isabel knew who she was and unlike Garrett, she anticipated dealing with pay differences as teacher. She may well deal with this more harshly than Garrett because Latina women are statistically paid less than men are (AAUW, 2017). Isabel said, “I [heard] gender and I immediately thought about pay. I mean I don't really know statistics but I always hear the women get paid less and I don't know how accurate that is ‘cause education is mainly women.” The issue with women being paid less than men are in their field came up with Naomi as well and she was in a male dominated field like Aine.

Naomi said that the “gender gap that will impact me especially HR and business overall is a male dominated field um and also because I am Latina. I have seen various studies of Latinas amongst other women are generally lower paid” and this showed that her identity as a Latina woman would affect her career. In this country and with this administration, nothing is off limits for these students’ futures. Not only will Garrett continue to face racial issues ultimately connected to his maleness, Isabel and Naomi are going to deal with being Latina women personally and professionally. It is a meritocracy for those who follow the bootstrap “American” way but the person on the end of the language matters. For Dan and Aine, understanding Spanish in this administration means nothing for racial/ethnic violence because they have the privilege of being white; Spanish is a benefit to their careers if they choose to use it. On the other hand, other students Garrett, Michael, Naomi, Isabel, and Cecilia can most definitely face racial/ethnic violence but they also have the added fear of gender and language based on this country’s history with discrimination and violence against ethnic minorities.

Finally, Cecilia, since she was a freshman and still figuring out what she wanted to do as a career path, mostly her race affected her because she said, “I am Mexican.” Remembering that she is Mexican and Pakistani, she may deal with issues about racial discrimination but also discrimination against her Mexican heritage because she visibly “passes” for Pakistani. She did not believe her gender would affect her and she did not know “how it would make a difference,” which led me to believe that it would take some while for her to understand how the world works for women in this country. When all of the other female participants were adamant that gender discrimination was an issue, it was interesting to see how Cecilia did not see this as a factor.

Class was indeed interweaved through these racial/ethnic examples despite most students ignoring this in their narratives. Because what students left out was as important as what they kept. As these students go through their education and into a Trump administration or the remnants of it, they are entering the world as graduates with cache. Depending on the students’ family backgrounds such as immigration status, career, and level of education, they very well may be continuing their lives with the same cache. It was also the case that some of these students may enter into a new socioeconomic class. However, it does not exempt them from racial/ethnic and gender discrimination. Therefore, class was important as race and gender are because it finds itself across multiple social hierarchies (Collins, 1998).

While many did not discuss class as much as they did their race and gender, where they grew up provided insight into student perspective and beliefs; in a Trump administration, this matters depending on personal experiences and professional interests that provide benefits or disadvantages given the nature of this country. Students in this study acknowledged Spanish value and understood how complicated their identities were in relationship to their personal lives

and career aspirations. Time will tell how their relationship with Spanish evolves and change in their futures.

Implications: Revising Language Learning Courses

Six out of seven students liked the LSP course format. As a result, it would be advantageous for language programs in Spanish or otherwise to create more speaking and theme driven language courses. This does not mean that professors and administrators get rid of the traditional grammatical or Spanish literary driven format, not by a long shot, because as one could see some students valued that as well. However, not all Spanish language courses have to be Spain-centered and this extends to study abroad as well. If we care about global learning, framing a program by including LSP courses should help bolster language relevance.

Conclusion

This study examined how identity, modern language, and career aspirations factor into the lives of seven students and the professor that teaches the LSP courses. Besides the known limitations of Spanish knowledge and audio usage in the study, one limitation was the inability to follow students to their individual sites and get a hold of marketing documents from students in SPAN 202. Gaining this information would have enriched the data, as there would have been more experiences to draw from. The data itself was definitely an insight into their lives but having this information would have helped compare what they said in their interviews to what was observed at their site (SPAN 232) and written (SPAN 202).

Further research would be exploring identity and career aspirations as it plays out in the lives of students in other disciplines. As for modern language research, the next step would be to search for language programs that have traditional and LSP courses to compare students to see

whether students have similar understandings of language connections to their careers. The outcome of this future research would help practitioners in advising and career services in supporting students effectively.

To revisit the questions from the study, this study wanted to understand what factors influenced students to choose Spanish to learn in college. For this question, it was found that a majority of these students had a prior connection to Spanish through early experiences in life. Some of these students are native speakers of Spanish; therefore, it made sense for them to continue with the language as it not only provided them the ability to be professional in the eyes of employers, it also connected them to their culture. Others either did or did not grow up with diverse experiences in their lives; this ultimately drew them to Spanish through curiosity. The next question regarding why Spanish was an important part of their career aspirations in the future led to findings that for some, Spanish was connected to the work that they want to accomplish in the careers after they graduate. However, there were students who did not make connections to their personal lives or to, their careers after graduation.

For Anne, our professor of the study, her factors for becoming a professor of Spanish fell into the category of lack of diversity in her childhood community and an interest in the world around her from literature she read. This experience was not unlike some of the participants in the study and myself included. The final question about the reason why these courses were created discussed Anne's vision of language education and what she wanted to students to get out of these courses, which was a feeling of accomplishment and the ability to move through the world with the knowledge of the diversity of Spanish language and its people. The hope is that students in these courses will take what they learn in courses such as these and transform the

lives and the people they work with in the future; which is all a program can hope students would accomplish.

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Appendix A: Interview Questions

First student interview

1. I'd love to hear the story of how languages have figured into your life and your family's life? How has language impacted your life?
2. What were your earliest memories of when you became interested or inspired to learn a language other than English? Were there some factors that influenced you to learn a language?
3. How would you describe identity? What are some of the ways you identify yourself?
4. In what ways do you feel learning a Spanish connects to you personally? Does learning Spanish relate to you racially? How about through class and gender?
5. In what ways do you think that learning a language changes people? In what ways has learning Spanish done this for you (e.g., has it deepen your relationship with your identity)?

Second student interview

1. What kind of careers or career areas are you interested in and how what ways do you think learning a language will assist you in these areas?
2. What are some of the reasons why you are taking this Spanish course and what ways do you think this course will support your career aspirations?
3. Some view language as a primary skill, which is one that you need to know well enough to function at your job (e.g., language teacher) and others view it as a secondary skill where it is not the main focus but it helps to have. Do you view Spanish as a primary skill or a secondary skill for your career interest and provide an example of how this factors into how much work you place on language learning?
4. In what ways do you think your academic and professional experiences with Spanish make you prepared for your future career?
5. What are some important lessons you have learned from this class regarding Spanish and the connection to specific learning?
6. What are some of the differences between this Spanish course versus other ones you have taken? Could you provide an example of the applied work you did in this class?
7. Now that we have gone over your career aspirations and experiences, in what ways do you think your race, class, and gender identities were reflected in your Spanish classroom experience? How about your future career?
8. In what ways does your identity (as you have identified before) factor into your language use relating to your career? How do you feel your race, class, and gender identities may highlight native or non-native-ness with Spanish (e.g., do you feel you have ownership to Spanish)?

First instructor interview

1. I'd love to hear the story of how languages have figured into your life and your family's life? How has language impacted your life?
2. I'd love to know if there was a time in your childhood where you realized Spanish was a valuable part of your life. Could you provide a brief story about that?

3. What language choices did you have in high school? Could you tell me why you chose that language from the other choices you had?
4. When did Spanish start to connect to your career aspirations in your life?
5. What are your feelings about UIUC requiring students to take a language in college?
6. What are some reasons why you decided to become a professor of Spanish?
7. What are you expecting students to gain from your courses personally and professionally?

Second instructor interview

1. Could you provide an overview of the Spanish program here at UIUC?
2. What led to the creation of the Spanish for business and Spanish in the community courses at this campus?
3. What is the purpose of these courses? In what ways are these courses important for the university and for students?
4. In what ways do you think these courses support academic growth and student career aspirations as pre-professionals?
5. What were some of the challenges teaching these two courses?
6. What advice would you have for other language programs to create a similar course like Spanish for business or Spanish in the community course?
7. What are some of the criticisms you find in your profession as it pertains to the development of these courses?